

Year 4 Writing Overview

Autumn 1 3 weeks	Autumn 2 3 weeks	Spring 1 3 weeks	Spring 2 2 weeks	Summer 1 3 weeks	Summer 2 3 weeks
<p><b>Stimulus:</b> The Lion, the Witch and the Wardrobe  <b>Genre:</b> Letter  <b>Hook:</b> Teacher made- old-fashioned letter from an evacuee  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>expanded noun phrases</li> <li>Fronted Adverbials (Place, Manner, Time, Degree)</li> <li>Use Paragraphs to organise ideas</li> </ul> <p><b>HOT:</b> A letter home from one of the children after evacuating</p> <p><b>Sentence Types:</b></p> <p>-P.C. sentences (paired conjunctions)</p> <p>- conjunctions-because, when, if, that, after, before etc (Year 2)</p> <p>- 2A sentences</p> <p><b>Purpose (e.g. for an audience): To inform</b></p>	<p><b>Stimulus:</b> Make own chocolate bar  <b>Genre:</b> Persuasive advert  <b>Hook:</b> Visit to Chocolate Factory/Chocolatier visit  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>Cohesion through appropriate choice of nouns and pronouns</li> <li>Expanded noun phrases</li> <li>Figurative language/Persuasive techniques</li> </ul> <p><b>HOT:</b> Persuasive advert for their designed chocolate bar</p> <p><b>Sentence Types:</b></p> <p>-Power of 3 (Year 3)</p> <p>-2A sentences</p> <p>- conjunctions-because, when, if, that, after, before etc (Year 2)</p> <p><b>Purpose (e.g. for an audience): To persuade</b></p>	<p><b>Stimulus:</b> Anglo-Saxon Boy Prologue- The Battle of Hastings  <b>Genre:</b> 3<sup>rd</sup> Person Narrative  <b>Hook:</b> Research the Battle of Hastings  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>Use of inverted commas to indicate direct speech</li> <li>Fronted adverbials</li> <li>Using apostrophes to indicate plural possession</li> </ul> <p><b>HOT:</b> Write a 3<sup>rd</sup> Person Narrative about the battle of Hastings</p> <p><b>Sentence Types:</b></p> <p>-Speech sentences</p> <p>-Emotion, comma</p> <p>- __ing, __ed sentence</p> <p><b>Purpose (e.g. for an audience): To entertain</b></p>	<p><b>Stimulus:</b> Rainforest Poetry  <b>Genre:</b> Poem  <b>Hook:</b> 'Rainforest'- Poem from the book 'Wild World'  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>Writing noun phrases with modifying adjectives, nouns, and prepositional phrases</li> <li>apostrophes for plural possession</li> <li>Figurative Language: similes and personification</li> </ul> <p><b>HOT:</b> Poem focusing on animals/plants in the rainforest</p> <p><b>Purpose (e.g. for an audience): To entertain</b></p>	<p><b>Stimulus:</b> The Lighthouse- Literacy Shed Video  <b>Genre:</b> Diary Entry  <b>Hook:</b> Hot seating of main character from lighthouse  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>Writing noun phrases with modifying adjectives, nouns, and prepositional phrases</li> <li>Use of inverted commas to indicate direct speech</li> <li>Fronted Adverbials</li> </ul> <p><b>HOT:</b> Diary entry of the Lighthouse keeper about how the town was saved</p> <p><b>Sentence Types:</b></p> <p>-Emotion, comma</p> <p>-With a(n) action, more action</p> <p>-As... 'ly'</p>	<p><b>Stimulus:</b> Geography- Rivers Topic  <b>Genre:</b> Explanation Text  <b>Hook:</b> Lesson 1- What is the water cycle?  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>Cohesion through appropriate choice of nouns and pronouns</li> <li>Use of Standard English</li> <li>Fronted Adverbials</li> </ul> <p><b>HOT:</b> Explanation text- 'What is the water cycle?'</p> <p><b>Sentence Types:</b></p> <p>- conjunctions-because, when, if, that, after, before etc (Year 2)</p> <p>-As... 'ly'</p> <p><b>Purpose:</b> To Inform</p>
<p><b>3 weeks</b></p> <p><b>Stimulus:</b> The Lion, the Witch and the Wardrobe  <b>Genre:</b> 1<sup>st</sup> Person Narrative  <b>Hook:</b> Clip from film/chapter from book  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>Fronted Adverbials (Place, Manner, Time, Degree)</li> <li>Use of inverted commas to indicate direct speech</li> <li>Writing noun phrases with modifying adjectives, nouns, and prepositional phrases</li> </ul>	<p><b>3 weeks</b></p> <p><b>Stimulus:</b> The Bean that conquered the world  <b>Genre:</b> Explanation Text/Informative Text- History of Chocolate/How is it made?  <b>Hook:</b> Trip to Chocolate Factory  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>Cohesion through appropriate choice of nouns and pronouns</li> <li>Use of Standard English</li> <li>Use of present perfect tense</li> </ul>	<p><b>3 weeks</b></p> <p><b>Stimulus:</b> Anglo-Saxon Topic- discovery at Sutton Hoo  <b>Genre:</b> Diary Entry  <b>Hook:</b> Mock archaeological dig  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>expanded noun phrases</li> <li>Fronted Adverbials (Place, Manner, Time, Degree)</li> <li>Use Paragraphs to organise ideas</li> </ul> <p><b>HOT:</b> Diary Entry- from the point of view of an archaeologist at Sutton Hoo</p> <p><b>Sentence Types:</b></p>	<p><b>3 weeks</b></p> <p><b>Stimulus:</b> Geography- Rainforest Topic  <b>Genre:</b> Information Text/Non-Chronological report  <b>Hook:</b> Geography- Rainforest Topic  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>Cohesion through appropriate choice of nouns and pronouns</li> <li>Writing noun phrases with modifying adjectives, nouns, and prepositional phrases</li> <li>Using apostrophes for plural possession</li> </ul>	<p><b>3 weeks</b></p> <p><b>Stimulus:</b> How has life changed for children? History Topic  <b>Genre:</b> Persuasive Speech  <b>Hook:</b> Lesson 3 and 4- Children's Jobs in Victorian Britain  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>Use of Standard English</li> <li>Persuasive techniques</li> <li>Using apostrophes for plural possession</li> </ul> <p><b>HOT:</b> A speech by Lord Shaftsbury to end Victorian child labour  <b>Purpose (e.g. for an audience): To persuade</b></p>	<p><b>3 weeks</b></p> <p><b>Stimulus:</b> Song of the River  <b>Genre:</b> 1<sup>st</sup> Person Narrative  <b>Hook:</b> Performing poetry  <b>SPAG:</b></p> <ul style="list-style-type: none"> <li>Writing noun phrases with modifying adjectives, nouns, and prepositional phrases</li> <li>Fronted Adverbials (Place, Manner, Time, Degree)</li> <li>Use of inverted commas to indicate direct speech</li> </ul>

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<p><b>HOT:</b> 1<sup>st</sup> Person Narrative- Lucy meets Mr Tomnus</p> <p><b>Purpose (e.g. for an audience):</b> To entertain</p> <p><b>Sentence Types:</b></p> <ul style="list-style-type: none"> <li>-Emotion, comma</li> <li>-Speech sentences</li> <li>-As... 'ly'</li> </ul>	<p><b>HOT:</b> Explanation Text/Informative Text- History of Chocolate/How is it made?</p> <p><b>Purpose:</b> To Inform</p> <p><b>Sentence Types:</b></p> <ul style="list-style-type: none"> <li>-ly starter (year 3)</li> <li>- conjunctions-because, when, if, that, after, before etc (Year 2)</li> </ul>	<ul style="list-style-type: none"> <li>-Emotion, comma</li> <li>-As... 'ly'</li> </ul>	<p><b>HOT:</b> What is it like in the Amazon Rainforest?- Information Text</p> <p><b>Sentence Types:</b></p> <ul style="list-style-type: none"> <li>-List sentences (Year 2)</li> <li>- conjunctions-because, when, if, that, after, before etc (Year 2)</li> <li>- 2A sentences</li> </ul> <p><b>Purpose:</b> To Inform</p>	<p><b>Sentence Types:</b></p> <ul style="list-style-type: none"> <li>-P.C. sentences (paired conjunctions)</li> <li>-2A sentences</li> <li>- If, if, if, then</li> </ul> <p><b>Purpose:</b> To persuade</p>	<p><b>HOT:</b> 1<sup>st</sup> Person Narrative- based on the Flood</p> <p><b>Sentence Types:</b></p> <ul style="list-style-type: none"> <li>-Emotion, comma</li> <li>-As... 'ly'</li> <li>- __ing, __ed sentence</li> </ul> <p><b>Purpose:</b> To entertain</p>
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