

Year 4 Writing Overview

Year 4 Au1	GUTS & GLADIATORS Escape from Pompeii - Christina Balit Vlad and the Roman Triumph - - Kate Cunningham	2 week unit: Fishbone planner I do: The day before Noah's flood We do: The day of Noah's flood You do: The day before and day after the eruption of Vesuvius. Children create diary entries in first person marking the day before and the day of the eruption. Grammar teaching - Share and model flood relevant sentences and children identify where sentences have been joined and recreate their own about Vesuvius and Pompeii. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. <i>E.g. The mist started to rise in the sky <u>when</u> the belly of the volcano gurgled.</i> <i>The sun shone brightly, burning through the clouds <u>although</u> it felt strangely cold.</i> <i>I ran as fast as I could <u>because</u> I knew if I stopped that the hot, grey river would consume me.</i> Grammar teaching - Use noun phrases with fronted adverbials for time, place and manner. Punctuated with a comma after a fronted adverbial. <i>E.g. <u>Later that day</u>, the volcano spewed into the sky a hot, thick blaze of lava.</i> <i><u>Feeling fearful</u>, I turned back to the city I had fled and watched as the red, toxic lava swallowed it whole.</i> <i><u>Sitting on the mound of a hill</u>, I shivered as the reality of what happened hit me.</i> 2 week unit - Purpose & Audience grid used. I do: Advertisement for a Roman chariot race We do: Advertisement for a Roman gladiator match You do: Advertisement for a bonfire and fireworks event In line with Roman's topic - Persuasive invite to gladiator match. Grammar teaching - Children explore using adverbs and prepositions to express time and cause. <i>E.g. Sit atop the Royal Gallery at the Colosseum.</i> <i>Below your feet will be a river of blood, streaming from the battle weary gladiators.</i> <i>Without fail an incredible wild beast will be hoisted in above your heads and the crowd, I am sure, will call out with joy - don't miss this!</i> Grammar teaching - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. <i>E.g The greatest match in the history of the Roman Games.</i>	The Queen's Nose - Dick King Smith Danny the Champion of the World - Roald Dahl James and the Giant Peach - Roald Dah	
-------------------	---	---	---	--

		<i>The wildest beasts ever to prowl the Earth.</i> 2 week unit- Spider web planner I do: Examples in classroom of the types of non fiction topic books from ELS We do: An example of a page or section of a Roman god You do: Their own chosen Roman god or goddess Class book on Roman Gods and Goddesses - children research and decide on a God or Goddess to profile - they then create an info page on this God/dess which will eventually contribute to a class or Library Gods book. Grammar teaching - Standard verb form for verbal inflections. Practice correcting local spoken forms. <i>E.g. The Gods was well known.</i> <i>They done a lot of good things. They did a lot of good things.</i> <i>Hera was well good at shooting arrows.</i> Grammar teaching - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. <i>E.g The most powerful god with the longest beard and bulging muscles was Jupiter.</i>		
Year 4 Au2		1 week unit Following input on WW1 and Remembrance (film clips, picture and topic books, poetry) children in pairs write a Remembrance Prayer. Grammar teaching - key vocabulary including topic words, people and places involved and adjectives. Choosing nouns and pronouns for cohesion and to avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases <i>E.g. Let us never forget the brave men in the fields of France and Germany. Let us never forget the thousands of soldiers in rivers of endless mud, living in terrible trenches with rats and death. Let us never forget the generations of dads, brothers, sons and uncles, dying for our freedom. Thousands of soldiers, never returning to loving families.</i> 3 week unit - Box up planner. I do : Portal story where flint takes character back to Stone Age We do: Portal story where jewel takes character back to Tudor court You do: Portal story where Roman coin appears in class and is put in a child's pocket - character back into Roman times - continue narrative describing Roman setting with a Roman character. Grammar teaching - Recap using and punctuating direct speech, use fronted adverbials for		

		time, manner and place, choosing nouns and pronouns for cohesion and to avoid repetition. <i>E.g "Left, right, left, right..." ordered the centurion as the troop of Roman soldiers marched forward.</i> <i>"Where on earth am I?" gasped Emma. All around her, she could hear the stomp and squelch of sandals as the Roman legion walked towards their camp.</i> Grammar teaching - range of conjunctions used to extend and develop sentences, using conjunctions, adverbs and prepositions to express time and cause, demarcating fronted adverbials with commas, choosing nouns and pronouns for cohesion and to avoid repetition. <i>E.g The soldiers continued marching until fires were seen. As the sky began to darken, Emma could see the others were getting tired because many began to fall over.</i> 2 week unit. Either spider web or comparative planner Comparative report about Roald Dahl books. Children to choose 2 or 3 sections, main characters, journeys, settings, villains, endings, etc, to discuss and compare. Teacher to model example but for traditional tales. Grammar teaching - Indicating possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive. <i>E.g The villains' looks were very different but all were hideous in some way or other.</i> <i>The children's families were often missing and sometimes had died.</i> Grammar teaching - Using conjunctions to express cause <i>E.g Because Dahl's books were for children, animals were often involved.</i> <i>If characters like Veruca Salt behaved badly, they often came to a bad end.</i> Grammar teaching - Recap the difference between the present perfect and past tense and how we use the present perfect to suggest that something has started and may continue <i>E.g We have read many Roald Dahl books including James and the Giant Peach.</i> <i>I have enjoyed reading the funny made up words.</i> <i>Roald Dahl has included a lot of humorous descriptions in his stories.</i>		
Year4 Sp1	HUBBLE BUBBLE! Macbeth Hamlet V Lion King Romeo and Juliet Picture books - The Smeds and The	1.5 week unit https://www.youtube.com/watch?v=tSfExfrP1oI Grammar teaching: Expanded noun phrases - range of adjectives. Fronted adverbials with use of comma after. Conjunctions to extend sentences. Present perfect form of verb MAIN: Write a diary entry as Romeo or Juliet I do: Diary entry as Prince of Verona following the market fight We do: Diary as Tybalt following the ball You do: Romeo or Juliet following the ball and balcony	The Diver's Daughter - Patrice Lawrence The Boy at the Back of the Class - Onjali Q Rauf	

	Smoods- Julia Donaldson The Whisperer - Nick Butterworth	<i>E.g What chaos! How could they continue to ignore my wishes?MAIN: Although I have warned the Montagues and Capulets not to fight, yet another disturbance happened in the marketplace this morning. As I was taking my daily ride through Verona, I heard shouting and screaming so I decided to investigate. To my horror, I saw a violent riot erupting as baskets were thrown on the floor, animals were running wild and innocent stall owners hid in fear.</i> 1 week unit Grammar teaching: Range of conjunctions to extend and develop ideas. Word families such as honest, dishonest, honesty, trust, trusting, etc. Use of apostrophe for possession and contraction. MAIN: Writing an agony aunt letter to and response from as Juliet after the ball and balcony. I do: Agony aunt letter as a 10 year old about a problem on social media and falling out with friends. We do: Response from the above letter. You do: Letter to (from Juliet) and response from the agony aunt about what to do about marrying Paris and being in love with Romeo. <i>E.g. Dear Juliet,</i> <i>Please don't do anything hasty. Love is a very strong emotion that can cloud anyone's judgement. From what you say, you've been through a lot with the death of your cousin so I wouldn't recommend you jumping into marriage with either Paris or this new chap Romeo. I think it is very sensible if you talk things through with your nurse as she seems very trustworthy but please don't continue to lie as that'll only cause more upset and arguments. You're still only 13 years old so have plenty of time for romance so why not try taking up a hobby like horse riding instead.</i> 1 week unit Grammar teaching: Fronted adverbials with comma use. Appropriate choice of pronouns or nouns for clarity and cohesion. MAIN: Comparing the different about versions of Romeo and Juliet , The Whisperer and The Smeds and the Smoods . How are they the same , how are they different , which do they prefer and why? Teacher to model using writing frame and questions to form paragraph on comparison and paragraph on recommendations and reasons <i>E.g. Although the 3 books may look very different, they all have the same basic plot. They have 2 families or groups that don't get along and then 1 from each group falls in love or makes</i>		
--	--	--	--	--

		<i>friends. <u>Also</u>, the stories <u>both</u> have the 2 main characters choosing <u>each other</u> rather than staying with <u>their families</u>. However there are many differences. <u>Firstly</u></i> 2.5 week unit Grammar teaching: Use of inverted commas and other punctuation to indicate direct speech. Fronted adverbials and commas. Use of pronouns for cohesion and clarity. MAIN: Children's version of Romeo and Juliet - different setting and characters. I do: Original version of the story and others already looked at We do: In the jungle or rainforest You do: Modern version in Portsmouth or under the sea <i>E.g <u>In fair Portsmouth</u>, where the ferries from France and the Isle of Wight sailed, <u>2 schools</u> were always fighting. The <u>Georges and the Judes</u> had argued and hated <u>each other</u> for years and caused the island city of Portsea to be a place of shouting and upset....</i> <i><u>"I bite my thumb at you,"</u> screamed Archie at the leader of the Judes.</i> <i><u>"Well I bite my finger back at you!"</u> yelled back Dara...</i> <i><u>Before any more could be said</u>, a riot erupted as <u>the children</u> surged through the shops in Gunwharf.</i>		
Year4 Sp2		1.5 week unit Grammar teaching: Use of pronoun for cohesion and clarity within and across a paragraph. Expanding noun phrases by use of modifying adjectives, nouns and preposition phrases. Use of inverted commas and other punctuation for direct speech. Fronted adverbials and commas. MAIN: Setting and character description of heath and witches from Macbeth I do: Setting and character description of market place in opening of Romeo and Juliet We do: Macbeth and Lady Macbeth at the banquet You do: The heath and the witches at the beginning of Macbeth <i>E.g <u>As the bell tower struck one</u>, a fanfare sounded and the fighting immediately stopped. Silence fell across the market square <u>so</u> the only sound heard was the clip clop of the royal horses' hooves. Baskets were lying across the floor, <u>juicy olives and lemons were squashed into the ground</u> and <u>men leant against walls covered in cuts and bruises</u>. <u>Shamefully</u>, the <u>warring families</u> hung <u>their heads</u>.</i> <i><u>"You are a disgrace to Verona!" boomed the Prince.</u></i> 1 week unit Grammar teaching: Apostrophes for possession. Plural spellings. Rhyming and alliteration. Noun phrases expanded with the addition of modifying adjectives, nouns and prepositional		

		phrases. MAIN: To write a version of Hubble Bubble Toil and Trouble spell I do: Original poem from Macbeth We do: Paired write but changing to modern horrid ingredients <i>E.g</i> <i>Deadly spiders' legs with thick curly hairs,</i> <i>Thick, yellow claws snatched from grizzly bears.</i> 2.5 weeks Grammar teaching: Conjunctions and prepositions used to express time, place and cause. Extending sentences by using a wide range of conjunctions. Subheadings and headings to aid presentation. Technical vocabulary. MAIN: Children to write a non chron report following visits about theatres (Chichester Festival, The Kings, The Globe, Groundlings) I do: Non chron report about Shakespeare We do: Non chron report Portsmouth You do: Non chron report on theatres <i>E.g Stages:</i> <i>The King's Theatre stage is a promethean stage, which means it goes out into the audience from the front. Its stage is also on a rake as it slants downwards towards the audience so the actors can be easily seen. The Globe Theatre and the Chichester Festival Theatre however are built in the round so the audience is all around the stage. All 3 theatres have trap doors because sometimes characters need to suddenly appear, like a genie or a witch.</i>		
Year 4 Su1	WORKHOUSE, GRUEL & RAGGED SCHOOLS Just So Stories - Rudyard Kipling	Grammar teaching: Word families showing how words are related in form and meaning. Noun phrases expanded by modifying adjectives, nouns and prepositional phrases. Inverted commas and other punctuation in direct speech. Fronted adverbials. MAIN: Writing their own Just So Story based on a character flaw. I do: How the Elephant got its Trunk. We do: How the Hedgehog got its Spikes. You do: How the got its <i>E.g The next day, the giraffe wandered across the yellow grassland to watch the zebras grazing. While she was watching, she noticed a vibrant, golden flower popping up from the ground. Curious, the giraffe tiptoed over and leant down to smell its sweet scent. "Hey there are you after the spring time pollen too?"</i>	The Railway Children - E. Nesbit Street Child - Berlie Doherty	

		Grammar teaching: Present perfect verb forms instead of simple past. Fronted adverbials and use of commas with these. MAIN: For and against argument for children working or going to school. I do: For and against children wearing school uniform. We do: For and against argument for children to have homework You do: For and against children going to school (Victorian times). <i>E.g Those against setting homework for children argue that it can contribute to stress and burnout. In recent surveys, <u>60% of pupils have indicated</u> that they feel overwhelmed by the amount of homework they receive. Instead of fostering a love for learning, <u>they have claimed</u> that excessive homework diminishes their motivation and enthusiasm. <u>Additionally, some families lack the resources or time to support children effectively.</u></i> Grammar teaching: Extending range of sentences with more than one clause by using wider range of conjunctions. Using fronted adverbials and commas for these. MAIN: Thank you letter to Dr Barnardo as a rescued child when they were an adult. I do: Thank you letter from Roberta to the old gentleman You do: Thank you letter to Dr Barnardo <i>E.g <u>When you found me, you treated me with such kindness. You took me into your home, where I experienced love and care for the very first time. I remember the way you listened to my fears and helped me to understand that there was hope for a brighter future. After a while, you even encouraged me to go to school, where I learned to read and write and discovered the joy of learning.</u></i>		
Year 4 Su2		Grammar teaching: Possessive apostrophe. Commas after fronted adverbials. Conjunctions, adverbs and prepositions to express time and cause. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. MAIN: Diary writing recounting a day as a workhouse child. I do: Diary entry as a new child joining St George's from another country. We do: Diary entry as a chimney sweep You do: Diary entry as a workhouse child <i>E.g I was terrified when I started at St George's <u>as</u> everything was so different from my other school. <u>Although</u> I thought I would never get used to it, I did <u>and</u> now I have made loads of new</i>		

		<i>friends. <u>Once my mum waved me goodbye in the playground, my teacher walked me through to my new, bright and colourful classroom.</u></i> Grammar teaching: Commas after fronted adverbials. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Appropriate choice of nouns and pronouns within and across sentences to aid cohesion and avoid repetition. MAIN: Information report about the Victorians I do: Information report about the Romans We do: Section of the report about The Great Exhibition You do: 3 other sections and overview about the Victorians <i>E.g The Victorian era, which lasted from 1837 to 1901, marked a period of significant change and progress in Britain. <u>During this time, extraordinary inventions</u> transformed everyday life. For instance, the steam engine, <u>a groundbreaking innovation</u> created by George Stephenson, revolutionised transport. <u>This remarkable invention</u> paved the way for the expansion of railways, enabling swift travel across the nation and fostering economic growth.</i> Grammar teaching: Extending sentences with more than one clause by using a wider range of conjunctions. MAIN: Children to write a one sided argument about if they would rather be a Roman or a Victorian? We do: One sided argument Would you rather live 100 years in the future or 100 years in the past. You do: One sided argument Would you rather be a Roman or a Victorian? <i>E.g Firstly, Victorians prioritised education <u>because</u> they believed that knowledge was power. Many children attended school, which allowed them to acquire vital skills and gain opportunities for future success. In contrast, Romans had limited access to education <u>as</u> this was mainly for the elite. Also, the Victorians were the first to make rules about children not being forced to work <u>until</u> they were over 10 years old.</i> MAIN: STEM project write up		
--	--	---	--	--