

Year 4- Writing/SPAG Genre Yearly Overview

Term	Text	Incidental Writing	Extended Writing	SPAG Objectives	Handwriting
<p>In addition to all books outlined in the overview, a variety of images, texts, and extracts from novels will be used in Whole Class Guided Reading Sessions (WCGR)</p>					
<p><b>Autumn 1</b></p> <p><b>Question: <i>Is there a darker side to chocolate? (Mayans)</i></b></p>	<p><b>Fiction - Counting on Katherine by Helaine Becker – Women in Science/Black History (15 sessions)</b></p> <p><b>Non-Fiction - Chocolate – Riches from the Rainforest – (WCGR &amp; used for research for Explanation Text)</b></p>	<p>Description of the Space Race</p> <p>Write setting descriptions using fronted adverbials with accurate use of comma</p> <p>Write a diary entry, using a range of expanded noun phrases and pronouns to avoid repetition</p> <p>Write a letter of application for their dream job</p> <p>To write dialogue and incorporate fronted adverbials, common and proper nouns in writing</p>	<p>Write a <b>diary entry</b> form perspective of Katherine dad</p> <p><b>Fact File</b> about First Man on the Moon</p> <p><b>Non-Chronological report/recount</b> - Fact file with quotes (H/A) about Katherine Johnson and the Space Race, including a biography</p> <p><b>Feature Keys</b> (<i>displayed on Writing Working Wall</i>):</p> <p><b>Information Text:</b></p> <p>-Use specific vocabulary e.g. <i>NASA</i> and some technical vocabulary e.g. <i>mathematician, calculations</i></p> <p>-Use description to compare and contrast</p>	<p><b>Gateway Keys</b> (<i>Y3 basic skills</i>):</p> <p>-Use punctuation correctly</p> <p>-Full stops, capital letters, question marks, commas for lists and apostrophes for contracted forms and possessive</p> <p>-Use prepositions, conjunctions and adverbs to express time, place and cause</p> <p>-Group related ideas into paragraphs</p> <p>-Use past and present tenses correctly and consistently including the present perfect tense</p> <p><b>Mastery Keys</b> (<i>Y4 NC objectives</i>):</p> <p>-Use of fronted adverbials</p> <p>-Use of commas after fronted adverbials</p>	<p><b>Ongoing over the year:</b></p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency</p> <p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>

			<p><i>e.g. Johnson is one of the greatest unsung heroes of the 21<sup>st</sup> century</i></p> <p>-Use layout features <i>e.g. questions to draw in the reader, heading and sub-headings, paragraphs to group related ideas, diagrams</i></p> <p><b>Recount:</b></p> <p>-Engage the reader through detailed description</p> <p>-Include eyewitness accounts as quotes using direct speech punctuation</p> <p>-Write an introductory paragraph including the 5Ws – <i>who, what where, when, why and how</i></p>	<p><b>-Expanded Noun Phrases by addition of modifying adjectives, nouns and prepositional phrases</b></p> <p><b>-Use paragraphs to organise information and ideas around a theme</b></p> <p><b>-Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b></p> <p><b>-Recap the use of inverted commas for direct speech</b></p> <p><b>CLIMB</b> – linked to non-fiction book – Chocolate Riches from the Rainforest</p> <p><b>SHINE/WCGR</b>– activities linked to whole class text and stand-alone texts</p>	
<b>Autumn 2</b>	<b>Fiction – Leon and the Place Between - Angela McAllister &amp; Grahame Baker-Smith.</b>	Observe, Explain, Ask grid Setting description from opening clip – The Greatest Showman	<b>Setting description</b> of what happened when a new shop appeared on the high street.	<b>Gateway Keys</b> Use punctuation correctly – full stops, capital letters	<b>As above</b>

<p><b>Question: <i>Why did Henry VIII break from Rome?</i></b></p>	<p><b>(15 sessions)</b></p>	<p>Character recount and setting description</p> <p>Diary form man's point of view</p> <p>First person accounts</p>	<p><b>Character Description</b> of Abdul Kazam</p> <p>Secret <b>diary</b> from Leon's point of view</p> <p><b>Feature Keys</b> (<i>displayed on Writing Working Wall</i>):</p> <p>-Specific vocabulary linked to the topic</p> <ul style="list-style-type: none"> <li>• Clear and precise description</li> <li>• Present tense (past tense for historical facts)</li> <li>• Title</li> <li>• Sub-headings</li> <li>• Introduction</li> <li>• Grouped information</li> <li>• Facts from research <b>about hopes or concerns for the future</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use subordination (because) and coordination (and)</li> </ul> <p><b>Mastery Keys</b> (<i>Y4 NC objectives</i>):</p> <ul style="list-style-type: none"> <li>• Use co-ordination (but, or)</li> <li>• Add -ly to turn adjectives into adverbs</li> <li>• Use commas to separate items in a list</li> </ul> <p><b>SHINE/WCGR</b>– activities linked to whole class text and stand-alone texts</p>	
<p><b>Spring 1</b></p> <p><b>Question: <i>What does it mean to be equal?</i></b></p>	<p><b>Fiction – Our Tower by Joseph Coelho</b></p> <p><b>(15 sessions)</b></p>	<p>Writing predictions</p> <p>Tower block description</p> <p>Past/present progressive tense sentences</p> <p>Adventure description</p>	<p><b>Diary entry</b></p> <p><b>Letter</b> to other residents of the tower</p> <p>To write a <b>recount (journal)</b> from point of</p>	<p><b>Gateway Keys</b> (<i>Y3 basic skills</i>):</p> <p><b>-Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas</b></p>	<p><b>As above</b></p>

	<p><b>Non-fiction - The Story of the Titanic for Children</b></p>	<p>Speech bubble/direct speech paragraphs</p> <p>Comic Strip</p>	<p>view of one the characters in the story</p> <p><b>Feature Keys</b> <i>(displayed on Writing Working Wall):</i></p> <p><i>-Engage the reader through detailed discussion</i></p> <p><i>-Use fronted adverbial to introduce or connect paragraphs</i> <i>e.g. Later that day, Inside the castle</i></p> <p><i>-Use a range of past tense forms</i></p> <p><i>-Write an opening paragraph to share thoughts and feelings and to summarise the day</i></p> <p><i>- Finish with a personal comment about hopes or concerns for the future</i></p>	<p><b>in a list, apostrophes for contraction and singular noun possession)</b></p> <p><b>-Use present and past tenses correctly and consistently</b></p> <p><b>-Use conjunctions, adverbs and prepositions to express time, place and cause</b></p> <p><b>-Group related ideas into paragraphs</b></p> <p><b>Mastery Keys (Y4 NC objectives):</b></p> <p><b>-Variety of verb forms used correctly and consistently including the progressive and the present perfect form</b></p> <p><b>-Use Standard English forms for verb inflections</b></p> <p><b>-Organise paragraph around a theme (using fronted adverbials to introduce or connect paragraphs)</b></p> <p><b>-Use and punctuate direct speech (using dialogue to show the relationship between characters)</b></p>	
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				CLIMB/WCGR (SHNE) – linked to The Story of the Titanic for Children and Our Tower	
<p>Spring 2</p> <p>Question: <i>What does it mean to be equal?</i></p>	<p><b>Non-Fiction – Amazing Islands by Sabrina Weiss and Kerry Hyndman</b></p> <p><b>Fiction - Kojo’s Island by the Literacy Company</b></p> <p><b>Non-fiction - The Story of the Titanic for Children</b></p>	<p>Predictions of the story – paragraph</p> <p>Story map – resolution/ending</p> <p>Patterns of speech sentences</p> <p>Speech bubbles</p> <p>Role play</p> <p>Kojo's diary</p> <p>Letter Natsuko from Kojo and Yuki</p> <p>Justification of favourite theme</p>	<p><b>Setting description</b> from Kojo’s point of view</p> <p><b>Travel poster</b></p> <p><b>Narrative</b> - Write own version of ‘Kojo’s Island’ in first person from point of view of boy in story</p> <p><u>Feature Keys (displayed on Writing Working Wall):</u></p> <p><b>-Sequence stories in different stages; introductions, build-up, climax, resolution</b></p> <p><b>-Create dialogue between characters that show their relationship with each other</b></p> <p><b>-Use first or third person consistently</b></p>	<p><u>Gateway Keys (Y3 basic skills):</u></p> <p><b>-Use past and present tenses correctly and consistently</b></p> <p><b>-Sequence events</b></p> <p><b>-Section story into beginning, middle and end</b></p> <p><b>-Use third person consistently</b></p> <p><b>-Write expanded noun phrases</b></p> <p><b>-Use inverted commas to punctuate direct speech</b></p> <p><u>Mastery Keys (Y4 NC objectives):</u></p> <p><b>-Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</b></p> <p><b>-Choose nouns or pronouns appropriately</b></p>	As above

			<p>- Use small details to describe characters and for time, place and mood</p>	<p>for clarity and cohesion and to avoid repetition</p> <p>-Use and punctuate direct speech</p> <p>-Use commas after fronted adverbial</p> <p><b>SHINE/WCGR</b>– activities linked to whole class text and stand-alone texts</p>	
<p>Summer 1</p> <p>Question: <i>Who is the Rainforest for?</i></p>	<p><b>Fiction</b> – Where the Forest Meets the Sea by Jeanie Baker</p> <p><b>Non-Fiction</b> – Jungle Explorer by The Literacy Company</p> <p><b>Non-Fiction</b> – Information books/websites to research about The Rainforest and Brazil</p>	<p>Predictions in a mini book</p> <p>Close your eyes and imagine paragraph</p> <p>Mini book - Rainforest glossary</p> <p>Explanatory paragraph using apostrophe</p> <p>Writing a voiceover</p> <p>Write a paragraph about Saltwater Crocodile</p> <p>Factual descriptive paragraph/summarising information</p>	<p>Write <b>paragraphs</b> using <b>different tenses</b>/rich and varying vocabulary</p> <p>Write a <b>paragraph</b> about the dangers facing the rainforest using <b>varied vocabulary/facts</b> from research</p> <p>To write a zoo <b>information board</b> for a rainforest exhibit</p> <p><u>Feature Keys (displayed on Writing Working Wall):</u></p> <p>-Use specific vocabulary e.g. <i>fruit bats</i>, and some technical vocabulary</p>	<p><u>Gateway Keys (Y3 basic skills):</u></p> <p>-Revise use of simple organisational devices in non-narrative material</p> <p>-Write in the present tense</p> <p>-Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <p>-Use subordination (when, if, that, because) and co-ordination (or, and, but)</p> <p>-Use expanded noun phrases</p>	As above

			<p>e.g. <i>nocturnal, mammal</i></p> <p>-Use precision in technical vocabulary</p> <p>-Write in present tense</p> <p>-Use layout features e.g. <i>questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</i></p>	<p><b>Mastery Keys</b> (<i>Y4 NC objectives</i>):</p> <p>-Build a varied and rich vocabulary</p> <p>-Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>-Use paragraphs to organise information and ideas around a theme</p> <p>-Indicate possession by using the possessive apostrophe with plural nouns</p> <p>-Recognise the grammatical difference between plural and possessive 's'</p> <p><b>SHINE/WCGR</b>– activities linked to whole class text and stand-alone texts</p>	
<p><b>Summer 2</b></p> <p><b>Question: <i>How did Ancient Rome influence the world?</i></b></p>	<p><b>Fiction - Julius Caesar – by William Shakespeare Edited by Angela McAllister - A Stage Full of Shakespeare Stories</b></p>	<p>Spoken language – rehearse and perform a scene from Julius Caesar</p> <p>Diary entry – first person</p> <p>Write extended sentences – Julius Caesar</p>	<p><b>Formal letter</b> to Brutus</p> <p><b>Speech</b> using persuasive devices – rhetorical questions, rule of three, repetition</p>	<p><b>Gateway Keys</b> (<i>Y3 basic skills</i>):</p> <p>-Full stops, capital letters, exclamation marks, question marks, commas and apostrophes</p> <p>-Group related ideas into paragraphs</p>	<p><b>As above</b></p>

		<p>Explanation using wider conjunctions</p> <p>Write script of Scene 2 in groups</p> <p>Research and write notes on Julius Caesar</p> <p>Write lines of dialogue to in character including present and progressive tense</p> <p>Character description</p>	<p>Write a <b>playscript</b> as part of a story using <b>dialogue</b></p> <p><u>Feature Keys</u> <i>(displayed on Writing Working Wall):</i></p> <p><b>-Write brief descriptions of role/personality to introduce characters in a glossary</b></p> <p><b>-Use sub heading to show where the action is taking place</b></p> <p><b>-Open each scene with a short paragraph to describe the setting</b></p> <p><b>-Write the name of each character on the left-hand side of their dialogue using a colon</b></p> <p><b>-Use brackets for stage directions before dialogue</b></p> <p><b>-Include fronted adverbials in stage directions where possible</b></p>	<p><b>-Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</b></p> <p><b><u>Mastery Keys</u> (Y4 NC objectives):</b></p> <p><b>-Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if because, although)</b></p> <p><b>-Organise paragraphs around a theme</b></p> <p><b>-Build a varied and rich vocabulary</b></p> <p><b>-Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</b></p> <p><b>SHINE/WCGR</b>– activities linked to whole class text and stand-alone texts</p>	
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