

Introduction to Writing Overview:

This document has been designed to support the planning and teaching of writing for the academic year. The document also ensures coverage of a wide range of writing opportunities and skills.

The **key texts for narrative units** are taken directly from the curriculum overviews, ensuring consistency with whole-school planning. Where appropriate, there are also selected **key texts for non-fiction and poetry units**, which act as the central stimulus for teaching and learning within each of these units.

The units of work for **Autumn, Spring, and Summer** are mapped to give pupils the best opportunity to meet the STAR assessment objectives for that term. The specific objectives you should plan for are highlighted in **yellow**—these reflect the core skills required for each writing genre, while also aligning with the assessment criteria for that term.

Where possible, the texts and units have been chosen so that they link meaningfully with year group topics. In non-fiction and poetry units, additional **suggested texts** are included, alongside ideas for **possible written outcomes**, to support modelling and provide inspiration.

For each unit, there are **suggested steps for learning** (highlighted in **purple**). These are not prescriptive but are offered as a starting point to help you consider how lessons might be sequenced towards the final written outcome.

Finally, the way these units are structured ensures clear **progression of writing skills**—both across the academic year within each year group, and from year to year as pupils move through the school.

YEAR 4 WRITING OVERVIEW

Key Objectives for the Autumn term:

Children are emerging towards the Year 4 objectives:

Composition:

- Plans extended writing by using new vocabulary drawn from reading and discussion when discussing or recording ideas
- Uses planning frames, especially when planning unfamiliar forms of writing and begins to orally rehearse dialogue.
- Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry using appropriate features of genre or text type
- Creates settings, characters in narrative and may develop own plots.
- Uses a range of single clause, co-ordinating and subordinating multi-clause sentences, with some varied conjunctions.
- Uses some ambitious vocabulary, e.g. interesting verbs or adverbials.
- Proof-reads own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making appropriate improvements.
- Reads aloud their own writing, to a group or the whole class, using some varied intonation and starts to vary the volume.
- Edits for correct and consistent tense, and may edit the present perfect, e.g. *I have had the best day ever!*

Grammar:

- Starts to use the standard English forms for verb inflections, when prompted or modelled.
- Starts to create noun phrases using prepositional phrases with support, e.g. with brown, curly hair.
- Uses the correct form of past and present tense and sometimes uses progressive or present perfect tense.
- Expresses time, place and cause using conjunctions, e.g. when, so, because, adverbs, e.g. then, next, or prepositions, e.g. before, after, in.
- Uses adverbials (phrases and clauses) to sequence time, identify place or describe manner, e.g. later on, in the garden, without warning.
- Usually organises paragraphs around a theme in both fiction and non fiction written outcomes using planning frames.
- Uses the correct grammatical terminology for Years 1, 2 and 3 (from Appendix 2:
https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) e.g. when discussing and evaluating writing.

Punctuation:

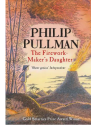
- Uses the full range of punctuation taught to the end of year 3 usually correctly
- May follow a fronted adverbial with a comma, with support.
- Uses inverted commas and places punctuation within them appropriately
- Uses the possessive apostrophe in words with regular plurals e.g., girls,' boys'.

Spelling:

- Spells words using the spelling rules for Years 1, 2 and many of the rules from Years 3 and 4 (from Appendix 1).
- Spells many words from the Year 3 and 4 word list (from Appendix 1:
https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf).
- Uses a dictionary to check the spelling of words, using the first two letters of a word.
- Begins to identify root words to help understand a word's meaning.

Handwriting:

- Almost always appropriately and consistently spaces words in relation to the size of the letters.
- Uses diagonal and horizontal strokes consistently to join letters with an understanding that some adjacent letters may be best left un-joined.

	Autumn term 1	Autumn term 2
Key text <i>(from the Curriculum Overview)</i>	Tales of Wisdom and Wonder  (Narrative unit)	The Firework Maker's Daughter  (Narrative unit)
Fiction/Narrative unit of work	<u>Traditional Tales: Folktales from around the World</u> Suggested Outcome: Explore tales from other parts of the world, and create own narrative based on stories explored	<u>Narrative: Adventure fairytale</u> Suggested Outcome: Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme. <i>Themes from TFMD might include: good versus evil, the importance of talent and perseverance, challenging gender stereotypes, and the power of teamwork</i>
Specific objectives for the unit	• Work in role to 'interview' story characters. • Use improvisation to explore alternative actions and outcomes to a particular issue. • Explore dilemmas using drama techniques • Plan and write a longer story where the central character faces a problem that needs to be resolved. • Identify a clear story structure using a model and use this structure when writing their own narrative • Use paragraphs to organise ideas around a theme • Use different ways to introduce or connect paragraphs, e.g. <i>Sometime later...</i>, <i>Suddenly...</i>, <i>Inside the castle...</i>; • Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. • Create noun phrases using prepositional phrases • Explore using language that reflects the settings in the past, using archaic or regional vocabulary and grammar, for example: <i>Say these words thrice! I shall return and take thy gold. He knew not where he was.</i>	• Work in role to 'interview' story characters. • Use improvisation to explore alternative actions and outcomes to a particular issue. • Explore dilemmas using drama techniques • Plan and write a longer story in role as a the character where the central character faces a problem that needs to be resolved. • Use a clear story structure • Use different ways to introduce or connect paragraphs, (e.g.) <i>Sometime later...</i>, <i>Suddenly...</i>, <i>Inside the castle...</i>; • Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. • Explore and use rich, ambitious vocabulary to create imagery: simile and metaphor • Explore and use memorable language (rhyme, alliteration, assonance, repetition) • Use formulaic openings and endings
Suggested Steps for learning	Step 1: What Makes a Folktale? Objective: Identify key features of a folktale using one story from <i>Tales of Wisdom and Wonder</i> . Step 2: Drama – Exploring Characters in Role Objective: Deepen understanding of character motivations and relationships. Step 3: Exploring the Dilemma – Freeze Frames and Thought Tracking Objective: Explore key dilemmas and character choices using drama. Step 4: Improvisation – Exploring Alternative Outcomes Objective: Use improvisation to explore different story directions. Step 5: Identifying and Mapping Story Structure Objective: Understand narrative structure using the model tale.	Step 1: Theme & Personal Connection Focus: Identifying themes; linking them to pupils' own lives Outcome: Theme mind-map of personal connections and shared vocabulary Step 2: Meet the Characters – Empathy Through Role Focus: Building empathy and understanding character viewpoints Outcome: Drama log and diary entry in role Step 3: Autobiography in Role Focus: Features of autobiographical writing; narrative voice Outcome: First-person autobiographical paragraph Step 4: Dilemma and Decision Focus: Exploring dilemmas through improvisation and "what if" scenarios

	Step 6: Setting the Scene – Language of the Past Objective: Use archaic or regional vocabulary to reflect a traditional setting. Step 7: Developing Characters to Evoke Sympathy or Dislike Objective: Create character descriptions that influence reader emotion through the use of noun phrases using prepositional phrases Step 8: Planning Our Own Folktales Objective: Plan an original folktale using identified structure and elements. Step 9: Writing the First Draft Objective: Write an extended narrative with paragraphing and clear organisation. Step 10: Editing and Sharing Our Stories Objective: Edit writing for impact and share completed tales.	Outcome: Plan of an alternative storyline and oral rehearsal Step 5: Planning the Narrative Structure Focus: Mapping the story arc and paragraph cohesion devices Outcome: Illustrated story map and detailed narrative plan Step 6: Character Description with Imagery Focus: Crafting expressive character descriptions to evoke emotion Outcome: Figurative character-description paragraph Step 7: Setting the Scene with Style Focus: Vivid setting description using rich, memorable language Outcome: Setting paragraph featuring simile, metaphor, rhyme, alliteration, or repetition Step 8: Writing the Narrative (Drafting Part 1) Focus: Drafting opening, build-up, and dilemma, using paragraph openers Outcome: First half of the autobiographical narrative draft Step 9: Writing the Narrative (Drafting Part 2) Focus: Completing resolution and ending with fairy-tale closure Outcome: Full draft of the autobiographical narrative Step 10: Revising, Performing & Publishing Focus: Editing for impact; oral performance and presentation Outcome: Final published narrative and spoken performance
Non-fiction unit of work	Non-Chronological Report: write own report independently based on notes gathered from several sources, including reference books and textbooks Suggested contexts: leaflets, page for information book, letters, guide books, descriptions <u>Supporting texts:</u> DK Find Out! Ancient Rome 	Persuasion: Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing. Suggested contexts: role play, points of view, letters, tv & radio adverts
Specific objectives for the unit	- Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense - Compare with some examples of reports written in the past tense, as in a historical report e.g. <i>Children as young as seven worked in factories...</i> Develop research and note-taking techniques such as, using a spidergram to organise information (modelled by the teacher) - In reading, analyse a comparative and non-comparative reports and note the difference e.g. reports that deal with a single (albeit wide-ranging) topic, for example, <i>British Birds</i>, and those that deal with two or more topics for example, <i>Frogs and Toads</i>	- Read and analyse a range of persuasive texts to identify key features - Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these - From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader - Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: <i>exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words</i> - Use graphs, images, visual aids to make the view more convincing

	- Explore standard forms of English verb inflections (we were rather than we was, I did rather than I done) - Explore the importance of subject verb agreements e.g. <i>family is...., people are...</i> - Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners and note how the use of these make the writing more specific. - Use of a wider range of subordinating conjunctions - Use of preposition phrases and subordinate clauses as fronted adverbials to indicate place, manner or frequency - Collect and use a range of adverbials that can be used to draw similarities, for example, 'Like most birds, swallows like to...', 'As well as honeybees, ...', 'On the whole,...', 'Just like honeybees, bumble bees like to...' - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Use of paragraphs to organise ideas around a theme - Use of commas after fronted adverbials - Apostrophes for plural possession	- Use connecting adverbs to link persuasive points together and provide further justification, for example, <i>I think that we should be allowed to keep the dragon as a pet because...Furthermore...Additionally...</i> - Use adverbs which show <u>cause and effect</u> to offer justification of a point of view, for example, <i>You should buy this product <u>so that</u> you are the envy of all your friends...The trainer is brightly coloured, <u>therefore</u> you will be seen in the dark.</i> - Use of paragraphs to organise ideas around a theme, e.g. <i>consider organising paragraphs around persuasive points</i> - Use noun phrases further expanded by adding adjectives and prepositions to modify the noun e.g. <i>the beach with its mile long stretch of golden white sand... rich, velvety chocolate harvested from the heart of the Amazonian rainforest</i> - Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition
Suggested Steps for learning	<u>Week 1 – Immersion, Analysis, Research & Grammar Focus</u> Step 1: What is a Non-Chronological Report? Objective: To identify the purpose, form, and features of a non-chronological report. Step 2: Comparing Types of Reports Objective: To compare present tense reports with historical (past tense) reports and comparative vs non-comparative texts. Step 3: Research and Note-taking Techniques Objective: To use spidergrams and other graphic organisers to gather and organise information from various sources. Step 4: Sentence Grammar – Subject–Verb Agreement Objective: To understand and apply correct subject-verb agreement in writing. Step 5: Sentence Grammar – Articles and Possessive Pronouns as Determiners Objective: To explore how articles (a, an, the) and possessive pronouns (his, their) function as determiners. <u>Week 2 – Grammar Application, Writing & Editing</u> Step 6: Exploring Subordinating Conjunctions and Fronted Adverbials Objective: To use subordinating conjunctions (although, however, despite, therefore) and fronted adverbials with commas. Step 7: Developing Descriptive Noun Phrases Objective: To expand noun phrases using modifying adjectives, nouns, and prepositional phrases. Step 8: Planning a Non-Chronological Report Objective: To use notes and graphic organisers to plan paragraphs with a clear structure.	<u>Persuasive advert to visit the local area</u> Step 1: Introduction to Persuasion Objective: Understand the purpose of persuasive texts and identify their features. Outcome: Annotated examples and a persuasive feature chart. Step 2: Language of Persuasion Objective: Explore persuasive vocabulary and devices (e.g. exaggeration, emotive language, rhetorical questions). Outcome: Class word bank and example persuasive sentences. Step 3: Visual and Structural Features Objective: Understand how images, layout and design support persuasion. Outcome: Evaluation sheet of one advert's visual and structural features. Step 4: Grammar for Cohesion and Impact Objective: Use linking adverbs, causal adverbs, and varied pronouns for cohesion. Outcome: Improved example paragraphs using cohesive devices and pronouns. Step 5: Researching the Local Area Objective: Gather key information and viewpoints about the local area to persuade visitors. Outcome: Completed research organiser with persuasive notes and vocabulary. Step 6: Planning the Advertisement Objective: Organise ideas and content for persuasive writing. Outcome: Completed plan including headings, structure, and key persuasive phrases. Step 7: Writing – Introduction and First Paragraph Objective: Hook the reader and present a strong first persuasive point. Outcome: Drafted introduction and first body paragraph. Step 8: Writing – Further Persuasive Points

	Step 9: Writing a Non-Chronological Report (Drafting) Objective: To independently write the first draft of a non-chronological report using all features learned. Step 10: Editing, Revising and Publishing Objective: To edit and improve writing using a success criteria checklist and peer feedback.	Objective: Write additional persuasive points using appropriate structure and devices. Outcome: Completed body of the advert. Step 9: Writing – Conclusion and Visual Elements Objective: End with a strong, persuasive conclusion and add visual appeal. Outcome: Full draft of advert including conclusion, visuals, and layout.
Poetry unit of work	Structure poetry: Cinquains Read and respond to cinquains; experiment with writing their own. <u>Supporting texts:</u> <i>The Works: Key Stage 2 by Pie Corbett contains examples of cinquains</i> 	Vocabulary building poetry (free verse) Free Verse Poetry: Firework poems: Read, write and perform free verse based on personal or imagined experience linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs.
Specific objectives for the unit	- Describe poem's impact and explain own interpretation by referring to the poem; - Comment on the use of similes and expressive language to create images, sound effects and atmosphere; - Discuss the poem's form and suggest the effect on the reader - Use language playfully to exaggerate or pretend; - Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (build on from Year 2)	- Describe poem's impact and explain own interpretation by referring to the poem; - Comment on the use of similes and expressive language to create images, sound effects and atmosphere; - Vary and control volume and tone, pace and use appropriate expression when performing - Use actions, sound effects, musical patterns and images to enhance a poem's meaning - Use language playfully to exaggerate or pretend; - Use similes to build images and identify clichés in own writing; - Create own free verse poetry
Suggested Steps for learning	Step 1: Introduction to Cinquains Objective: Identify the structure and rhythm of cinquains. Outcome: Children label the structure on printed poems. Step 2: Exploring Language in Cinquains Objective: Comment on use of expressive language, sound, and imagery. Outcome: Annotated copies of poems with comments on language features. Step 3: Interpreting Meaning Objective: Respond to cinquains by describing their impact and interpreting meaning. Outcome: Responses showing interpretation and personal reflection. Step 4: Generating Ideas Objective: Generate ideas and play with language for own cinquain. Outcome: Idea bank/planning sheet for their own cinquain. Step 5: Drafting and Editing Objective: Write and improve own cinquain poem using structural and	Step 1 – Exploring Firework Poems: Impact & Interpretation Learning Objective: I can explore and discuss the impact of firework poems and give my own interpretation. Success Criteria: I can describe how a poem makes me feel. I can explain what I think the poet is trying to show or make me imagine. I can find powerful verbs and similes. Step 2 – Playing with Language: Verbs, Similes, and Imagery Learning Objective: I can use similes and expressive verbs to create images and atmosphere. Success Criteria: I can use expressive verbs to bring my writing to life. I can build a strong image using a simile. I can describe firework sounds, sights, and feelings vividly. Step 3 – Generating Ideas: Word Banks, Phrases, and Planning Learning Objective: I can gather ideas and phrases to plan my poem. Success Criteria: I can list words and phrases linked to fireworks. I can begin to organise my ideas in a sequence.

	expressive language features. Outcome: First and edited drafts of cinquains.	I can gather imaginative and expressive language for my poem. Step 4 – Writing & Editing: Trimming and Extending for Effect Learning Objective: I can write a free verse poem and experiment with sentence length for effect. Success Criteria: I can write a free verse poem with strong verbs and similes. I can trim or extend lines to improve rhythm and meaning. I can use language in a playful or exaggerated way. Step 5 – Performing Poetry with Expression and Effects Learning Objective: I can perform my poem using tone, pace, and sound to enhance its meaning. Success Criteria: I can vary my voice (volume, tone, pace) to suit the lines in my poem. I can use actions and sound effects to enhance meaning. I can perform confidently, helping my audience imagine the fireworks.
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Deepening Understanding:

- Demonstrates application of writing composition, grammatical devices and accurate spelling within a wide range of sustained writing across all areas of the curriculum that include sufficient detail to engage readers' interest throughout.
- Writes avidly, willingly and enjoys writing.
- Evaluates and reflects upon own writing, including composition, grammar, punctuation and spelling, and makes changes that improve the effect upon the chosen audience.
- Starts to make deliberate choices about text form with an increasing understanding of audience and purpose.
- Applies grammatical, punctuation and spelling knowledge with increasing confidence across most writing, choosing appropriate tools to build and manipulate considered and controlled effects.
- Identifies independently new spelling and grammatical rules and can apply these to new words and sentences, including identification of rulebreakers.
- Demonstrates an increasing command of vocabulary and uses a controlled range of appropriate language that show a 'writer's voice'.