





YEAR 4 Writing Overview 2025-26



	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Cross curricular links	The Romans RE- Multi faith week (Hinduism)	Mountains & Rivers	The Lindow Man		Ancient Greece	Coasts RE/Art- Spirited Arts week
Class Novel/Fiction	Charlie & the Chocolate Factory Roald Dahl Adventure 	The River Valerie Bloom Poetry 	The Boy, The Mole, The Fox & The Horse Charlie Mackesy Story of Love & Hope 	The Princess and the Pea Lauren Child Traditional Tale 		The Lost Thing Shaun Tan Fantasy 
Class Novel/Non-Fiction	Sensational Sicily Jane Considine Persuasive Holiday Brochure 	Once Upon a Raindrop James Carter Script for a Factual Tour 	Gut Garden Katie Brosnan Explanation 		Wonders of the World DK Historical Recount 	

Unit & skills	<p>Charlie & the Chocolate Factory</p> <p><u>Adventure Stories</u> <u>4 Weeks</u></p> <p>Outcome: To write an adventure story based on the original, from another character's POV.</p> <p>Skills: To compose a sentence orally before writing it. To use fronted adverbials (with commas) and a range of devices to add cohesion. To use paragraphing correctly. To use possessive apostrophes. To add humour to my narrative. To use noun phrases expanded by the addition of modifying adjectives. To use commas in a list. Read and analyse narrative in order</p>	<p><u>Assessment Week</u></p> <p>The River</p> <p><u>Poetry</u> <u>2 Weeks</u></p> <p>Outcome: To write a water poem using metaphors</p> <p>Skills: To use possessive apostrophes to mark plural possession. To understand the grammatical difference between plural and possessive 's'. To use alliteration, onomatopoeia and noun phrases for effect. To listen and respond to poetry. Read and analyse poetry in order to plan and write their own versions. Generate and select from vocabulary banks e.g. alliteration. Use appropriate intonation, tone</p>	<p>The Boy, The Mole, The Fox & The Horse</p> <p><u>Story of friendship & hope</u> <u>3-4 weeks</u></p> <p>Outcome: To write a narrative based on a text read.</p> <p>Skills: Explore, identify, collect and use noun phrases. Create sentences with fronted adverbials. Use apostrophes for possession. Use different sentence structures. To use standard English forms for verb inflection. To appropriately choose pronouns or nouns within and across sentences. Create complex sentences with adverb starters. Use inverted commas and other punctuation</p>	<p><u>Assessment Week</u></p> <p>The Princess & the Pea</p> <p><u>Traditional Tale</u> <u>3-4 weeks</u></p> <p>Outcome: To continue the story, writing the next 4 plot points.</p> <p>Skills: Read and analyse a traditional tale in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative. Link ideas across paragraphs using fronted adverbials. To use apostrophes to mark plural possession. To use rhetorical questions and pathetic fallacy. To use</p>	<p>Ancient Greek recount</p> <p><u>Recount</u> <u>3-4 weeks</u></p> <p>Outcome: To write a 'recount' of the Festival of Athena.</p> <p>Skills: To use past tense verbs appropriately and consistently. Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases and alliteration. Use organisational features in NF writing. Link ideas across paragraphs using fronted adverbials. To create detailed settings. To discuss what they have written with the teacher or other pupils. To reread what they have written to check that it makes sense</p>	<p><u>Assessment Week</u></p> <p>The Lost Thing</p> <p><u>Fantasy story</u> <u>3 – 4 Weeks</u></p> <p>Outcome: To write a story based on a plot structure with an issue / dilemma.</p> <p>Skills: To write sentences by saying aloud what they are going to write. To compose sentences orally before writing. To sequence sentences to form short narratives. To reread what they have written to check that it makes sense. To discuss what they have written with the teacher or another pupil. To read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
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	to plan their own versions.	and volume to present their writing to a range of audiences. To use rhyme and repetition to create effects.	to indicate direct speech. To use simile, personification, onomatopoeia & repetition to create effects.	personification, onomatopoeia and metaphor. Use inverted commas and other punctuation to indicate direct speech.		
	<p>Sicily Holiday Brochure</p> <p><u>Persuasive writing</u> <u>3 weeks</u></p> <p>Outcome: To write a persuasive holiday brochure</p> <p>Skills: Listen to, read and discuss a range of non-fiction in different forms. Explain the meaning of key vocabulary within the context of the text. Analyse and evaluate how specific information is organised within a non-fiction text. Identify and discuss the purpose, audience,</p>	<p>Once Upon a Raindrop</p> <p><u>Script for a factual tour</u> <u>4 Weeks</u></p> <p>Outcome: To create a tour of the school's use of water</p> <p>Skills: Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases and alliteration. Use organisational features in NF writing. To say out loud what they are going to write about.</p>	<p>Gut Garden</p> <p><u>Explanation</u> <u>3-4 weeks</u></p> <p>Outcome: To write an explanation about the immune system.</p> <p>Skills: Use organisational features in NF writing. To use a precise and varied (technical) vocabulary. Identify, select and use determiners e.g. a, the, this, that, these, those, some, many, every. Explore, identify and create complex sentences using a range of conjunctions e.g.</p>			

	<p>structure, vocabulary and grammar of non-fiction.</p> <p>Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. To use apostrophes for contraction. To use question marks and exclamation marks effectively.</p>	<p>To use paragraphs to organise ideas around a theme. Explore, identify and use Standard English verb inflections for writing.</p>	<p>subordinating conjunctions to show cause and effect – because, if, therefore, as a result, this causes, which causes, consequently. To use metaphors and similes.</p>			
Writing opportunities	<p><u>Scaffolded</u></p> <p>Adventure story Persuasive brochures Character Descriptions Setting descriptions</p> <p><u>Independent</u></p> <p>Boudicca/Julius Caesar fact files Rama & Sita re-tell Roman soldier visit recount</p>	<p><u>Scaffolded</u></p> <p>Features of a River. Journey of a Raindrop River poetry Kennings & Haikus Factual tour of the school Pizza Evaluation</p> <p><u>Independent</u></p> <p>Pizza instructions Christmas poems Nativity story</p>	<p><u>Scaffolded</u></p> <p>Stories of friendship and hope. Storm descriptions. Explanation of the immune system.</p> <p><u>Independent</u></p> <p>The Lindow Man descriptions Magazine article about the Lindow Man</p>	<p><u>Scaffolded</u></p> <p>Traditional tale continuation.</p> <p><u>Independent</u></p> <p>Easter story Book reviews (WBD) Character descriptions (WBD)</p>	<p><u>Scaffolded</u></p> <p>Ancient Greek God Description. Greek recounts</p> <p><u>Independent</u></p> <p>How to make a Greek Pot instructions Setting descriptions</p>	<p><u>Scaffolded</u></p> <p>Issues and dilemmas stories. Thank you letters for trip.</p> <p><u>Independent</u></p> <p>Fact file for my new teacher Trip recounts</p>
Enrichments	<p>Life Education session</p> <p>Roman Soldier experience</p> <p>Hindu Temple</p>	<p>Romans assembly Pizza Making DRUUM Book Fair</p>	<p>Children's Mental Health Week Comedy Workshops</p>	<p>World Book Day Young Shakespeare Company</p>	<p>Swimming</p>	<p>Trip to the Coast Spirited Arts Week Book Fair</p>