





# Writing Curriculum Overview

## Year 4







Term	Autumn 1		Autumn 2	
Writing Root	 <p>Weslandia Paul Fleischman</p>	 <p>The Story of Tutankhamun Patricia Cleveland -Peck</p>	 <p>The Mermaid of Zennor Charles Causley</p>	 <p>Tar Beach Faith Ringgold</p>
Main outcome	Non-chronological reports	Biography	Own version legend	Narrative retelling as a play script
Other outcomes	<ul style="list-style-type: none"> <li>Retellings</li> <li>character</li> <li>Descriptions</li> <li>book reviews</li> </ul>	<ul style="list-style-type: none"> <li>Reports</li> <li>instructions</li> <li>character descriptions</li> <li>Diaries</li> <li>Newspaper</li> <li>posters</li> </ul>	<ul style="list-style-type: none"> <li>Information booklets</li> <li>retelling from a different perspective</li> <li>Letters</li> <li>Tourist guides updates</li> <li>dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Narrative retelling as a play script</li> <li>Poetry</li> <li>setting descriptions</li> <li>Formal letters</li> <li>dialogue (as a script)</li> </ul>
Audience / forms	<ul style="list-style-type: none"> <li>Character description for Wesley</li> <li>Retelling of Weslandia story</li> <li><b>Non-chronological report about own 'land'</b></li> </ul>	<ul style="list-style-type: none"> <li>Report on Egypt lifestyle</li> <li>Instructions for mummification process</li> <li>Character description of Howard Carter</li> <li>Telegram to Lord Carnarvon</li> <li>Diary of Howard Carter</li> <li>News report about opening of tomb</li> <li>Warning poster</li> <li><b>Biography of Howard Carter</b></li> </ul>	<ul style="list-style-type: none"> <li>Love letter to the mermaid</li> <li>Letter of advice to Zachy</li> <li>Letters in a bottle from sailors to mermaids</li> <li>Retelling of the story from mermaid's perspective</li> <li>Tourist guide to Zennor</li> <li><b>Own version mermaid legend</b></li> </ul>	<ul style="list-style-type: none"> <li>Poem about freedom</li> <li>First person setting description of New York City</li> <li>Formal persuasive letter to the Union</li> <li>Dialogue as a play script</li> <li>Narrative retelling as a play script</li> </ul>

Purpose	<ul style="list-style-type: none"> <li>• Describe</li> <li>• Entertain</li> <li>• Inform</li> </ul>	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Instruct</li> <li>• Describe</li> <li>• Reflect</li> <li>• Persuade</li> <li>• Inform</li> </ul>	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Persuade</li> <li>• Entertain</li> </ul>	<ul style="list-style-type: none"> <li>• Entertain</li> <li>• Describe</li> <li>• Persuade</li> </ul>
Word	<ul style="list-style-type: none"> <li>• -ous suffix</li> <li>• -tion suffix</li> </ul>	<ul style="list-style-type: none"> <li>• imperative verbs *</li> <li>• suffixes -ous, -able, -ent, -ive</li> <li>• superlatives with -est *</li> </ul>	<ul style="list-style-type: none"> <li>• plural and possessive -s</li> </ul>	<ul style="list-style-type: none"> <li>• -ing suffix *</li> <li>• un- prefix *</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>• adverbial phrases</li> <li>• causal conjunctions</li> <li>• multi-clause sentences</li> <li>• fronted adverbials</li> <li>• conditional sentences - if</li> <li>• questions</li> </ul>	<ul style="list-style-type: none"> <li>• modal verbs *</li> <li>• multi-clause sentences</li> <li>• cause and effect</li> <li>• conjunctions</li> <li>• adverbials of time</li> <li>• noun phrases expanded with preposition phrases</li> </ul>	<ul style="list-style-type: none"> <li>• conjunctions to explain *</li> <li>• order of clauses *</li> <li>• adverbial phrases</li> <li>• expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• modal verbs *</li> <li>• conjunctions to explain *</li> <li>• noun phrases expanded with preposition phrases</li> <li>• conditional sentences - if *</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• commas after fronted adverbials</li> <li>• question marks *</li> </ul>	<ul style="list-style-type: none"> <li>• commas after fronted adverbials</li> <li>• parenthesis*</li> </ul>	<ul style="list-style-type: none"> <li>• commas after fronted adverbials</li> <li>• possessive apostrophes, inc. for plural nouns</li> <li>• inverted commas for direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• commas to mark clauses *</li> <li>• apostrophes for contractions *</li> <li>• possessive apostrophes, inc. for plural nouns</li> <li>• brackets - stage directions</li> </ul>
Text	<ul style="list-style-type: none"> <li>• paragraphs to organise around a theme</li> </ul>	<ul style="list-style-type: none"> <li>• present perfect tense *</li> <li>• paragraphs to organise around a theme</li> <li>• subheadings *</li> <li>• pronouns for cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• present perfect tense *</li> <li>• use of pronouns to avoid repetition</li> <li>• paragraphs to organise around a theme</li> </ul>	<ul style="list-style-type: none"> <li>• present progressive *</li> <li>• play script construction</li> <li>• tense consistency</li> </ul>

			<ul style="list-style-type: none"> <li>• subheadings *</li> </ul>	
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*Grammar Coverage (these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group*

Term	Spring 1		Spring 2	
Writing Root	 <p>The Baker by the Sea Paula White</p>	 <p>Odd and the Frost Giants Neil Gaiman</p>	 <p>Frindleswyld Natalia &amp; Lauren O'Hara</p>	 <p>Cinnamon Neil Gaiman</p>
Main outcome	Tourist Brochures	Retellings - alternative perspective	Narrative sequels	Own version fables
Other outcomes	<ul style="list-style-type: none"> <li>• Job applications</li> <li>• Advertisements</li> <li>• Setting descriptions</li> <li>• letters in role</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative recounts</li> <li>• Character and setting descriptions</li> <li>• Letters</li> <li>• short explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Letters</li> <li>• voting slips</li> <li>• dialogue</li> <li>• Poetry</li> <li>• birds-eye view</li> <li>• descriptions</li> <li>• speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Diaries</li> <li>• informal letters</li> <li>• Dialogue</li> <li>• Adverts</li> <li>• Limericks and other poetic forms</li> </ul>
Audience / forms	<ul style="list-style-type: none"> <li>• Job applications</li> <li>• Advertisements</li> <li>• Setting descriptions (poetry)</li> <li>• Letters in role</li> <li>• Group speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative recounts</li> <li>• Character descriptions</li> <li>• Setting descriptions</li> <li>• Letters</li> <li>• Short explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to Granny</li> <li>• Voting slip</li> <li>• Conversation between Cora and Frindleswyld</li> <li>• Poem about Frindleswyld</li> <li>• Birds-eye view description</li> </ul>	<ul style="list-style-type: none"> <li>• Advert to help the family</li> <li>• Formal letter to the family</li> <li>• Poem about the tiger</li> <li>• Limerick about story character</li> <li>• Diary entry for</li> </ul>

			<ul style="list-style-type: none"> <li>● Persuasive speech in role as Frindleswylde</li> </ul>	<p>Cinnamon</p> <ul style="list-style-type: none"> <li>● Conversation between Cinnamon and tiger</li> <li>● Own version fable</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>● Inform</li> <li>● Entertain</li> <li>● Persuade</li> </ul>	<ul style="list-style-type: none"> <li>● Describe</li> <li>● Inform</li> <li>● Explain</li> <li>● Entertain</li> </ul>	<ul style="list-style-type: none"> <li>● Inform</li> <li>● Entertain</li> <li>● Describe</li> <li>● Persuade</li> </ul>	<ul style="list-style-type: none"> <li>● Persuade</li> <li>● Inform</li> <li>● Entertain</li> <li>● Reflect</li> </ul>
Word	<ul style="list-style-type: none"> <li>● imperative verbs *</li> <li>● alliteration</li> <li>● -ly suffix</li> <li>● similes</li> </ul>	<ul style="list-style-type: none"> <li>● -ous suffix</li> </ul>	<ul style="list-style-type: none"> <li>● simile / personification</li> <li>● un-, mis-, dis- prefix *</li> <li>● synonyms / antonyms</li> </ul>	<ul style="list-style-type: none"> <li>● similes</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>● subordinating</li> <li>● conjunctions</li> <li>● range of sentence types *</li> <li>● expanded noun phrases</li> <li>● fronted adverbials</li> <li>● modal verbs *</li> </ul>	<ul style="list-style-type: none"> <li>● subordinating</li> <li>● conjunctions</li> <li>● expanded noun phrases</li> <li>● preposition phrases</li> <li>● adverbs / adverbial phrases</li> <li>● fronted adverbials</li> <li>● relative clauses *</li> </ul>	<ul style="list-style-type: none"> <li>● conjunctions to justify - because, since, as</li> <li>● expanded noun phrases</li> <li>● modal verbs *</li> <li>● fronted adverbials (of place)</li> </ul>	<ul style="list-style-type: none"> <li>● contrasting conjunctions</li> <li>● cause and effect</li> <li>● conjunctions</li> <li>● noun phrases expanded with preposition phrases</li> <li>● range of sentence types *</li> <li>● expanded noun phrases</li> <li>● multi-clause sentences</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>● question marks *</li> <li>● exclamation marks *</li> <li>● commas after fronted adverbials</li> <li>● bullet points *</li> </ul>	<ul style="list-style-type: none"> <li>● commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>● inverted commas for speech other speech punctuation</li> <li>● commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>● inverted commas for speech other speech punctuation</li> </ul>
Text	<ul style="list-style-type: none"> <li>● paragraphs to organise around a theme</li> </ul>	<ul style="list-style-type: none"> <li>● paragraphs to organise around a theme</li> <li>● conjunctions for</li> </ul>	<ul style="list-style-type: none"> <li>● adverbials for cohesion *</li> <li>● paragraphs to organise around a theme</li> </ul>	<ul style="list-style-type: none"> <li>● present perfect tense *</li> <li>● paragraphs to organise around a theme</li> </ul>

		<ul style="list-style-type: none"> <li>• cohesion *</li> <li>• pronouns to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• pronouns to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• subheadings *</li> </ul>
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*Grammar Coverage (these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group*

Term	Summer 1		Summer 2	
Writing Root	 <p>FARTHER Grahame Baker Smith</p>	 <p>Until I Met Dudley Roger McGough and Chris Riddell</p>	 <p>Granny Came Here on the Empire Windrush Patrice Lawrence</p>	 <p>Jabberwocky Lewis Carroll</p>
Main outcome	Sequel stories	Explanation Text	Factual Reports	Nonsense poems
Other outcomes	<ul style="list-style-type: none"> <li>• Retellings</li> <li>• recounts (postcards)</li> <li>• Setting descriptions</li> <li>• diary entries</li> <li>• instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Letters</li> <li>• short explanatory paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Informal letters</li> <li>• Factual statements</li> <li>• future aspirations</li> <li>• Postcards</li> <li>• diary entries</li> <li>• A speech</li> <li>• quotations</li> </ul>	<ul style="list-style-type: none"> <li>• Performance poetry</li> <li>• explanatory descriptions</li> </ul>
Audience / forms	<ul style="list-style-type: none"> <li>• Postcard from the boy to his best friend</li> <li>• Soundscape setting description</li> </ul>	<ul style="list-style-type: none"> <li>• Poster to explain an invention</li> <li>• Letter to ask Dudley for help</li> <li>• Explanatory paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to Ava</li> <li>• Factual statements about a historical figure</li> <li>• Future aspirations of a passenger</li> </ul>	<ul style="list-style-type: none"> <li>• Group choral performance of poem</li> <li>• Explanatory description of creature from poem</li> <li>• <b>Nonsense poem about</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Technical labels for a flying machine</li> <li>• Instructions for a flying machine</li> <li>• Letter from father to son</li> <li>• <b>Sequel with the boy as the new main character</b></li> </ul>	<p>about how a refrigerator works</p> <ul style="list-style-type: none"> <li>• Extended informal explanatory paragraph</li> <li>• <b>Two explanation texts - formal and informal</b></li> </ul>	<ul style="list-style-type: none"> <li>• Postcard from <i>Granny</i></li> <li>• Speech as <i>Ava</i></li> <li>• Quotations from <i>Windrush</i> passengers</li> <li>• <b>Factual report on the Empire Windrush</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>an imagined creature</b></li> </ul>
Purpose	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Inform</li> <li>• Describe</li> <li>• Instruct</li> <li>• Reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Reflect</li> <li>• Explain</li> </ul>	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Entertain</li> <li>• Explain</li> </ul>
Word	<ul style="list-style-type: none"> <li>• -ing verbs as nouns</li> </ul>	<ul style="list-style-type: none"> <li>• technical vocabulary</li> <li>• differences in formal / informal vocab</li> <li>• plural and possessive -s</li> </ul>	<ul style="list-style-type: none"> <li>• forms of a or an</li> <li>• synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• forms of a or an</li> <li>• suffixes / prefixes to identify</li> <li>• word class</li> <li>• figurative language</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>• modal verbs *</li> <li>• conjunctions to explain *</li> <li>• questions *</li> <li>• noun phrases with abstract nouns</li> <li>• sentence order *</li> <li>• multi-clause sentences</li> <li>• prepositions to extend noun phrases - with, for, to</li> <li>• adverbial phrases</li> </ul>	<ul style="list-style-type: none"> <li>• prepositions to explain - for, with</li> <li>• conjunctions to explain *</li> <li>• modal verbs *</li> <li>• questions *</li> <li>• cause and effect conjunctions</li> <li>• multi-clause sentences</li> <li>• adverbials of time</li> <li>• relative clauses *</li> </ul>	<ul style="list-style-type: none"> <li>• modal verbs *</li> <li>• conjunctions to explain / contrast</li> <li>• expanded noun phrases</li> <li>• adverbial phrases of time / manner / place</li> <li>• relative clauses *</li> <li>• multi-clause sentences</li> <li>• questions *</li> </ul>	<ul style="list-style-type: none"> <li>• expanded noun phrases</li> <li>• exclamatory sentences *</li> <li>• portmanteau to create nonsense vocabulary</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• question marks *</li> </ul>	<ul style="list-style-type: none"> <li>• question marks *</li> </ul>	<ul style="list-style-type: none"> <li>• bullet points *</li> </ul>	<ul style="list-style-type: none"> <li>• exclamation marks *</li> </ul>

	<ul style="list-style-type: none"> <li>• commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• commas to mark clauses *</li> <li>• possessive apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• question marks *</li> <li>• inverted commas for speech</li> </ul>	<ul style="list-style-type: none"> <li>• sentence ending</li> <li>• punctuation *</li> </ul>
Text	<ul style="list-style-type: none"> <li>• present perfect tense *</li> <li>• conjunctions for cohesion *</li> </ul>	<ul style="list-style-type: none"> <li>• pronouns to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• present perfect tense *</li> <li>• paragraphs to organise around a theme</li> <li>• noun phrases to avoid repetition</li> <li>• subheadings *</li> </ul>	<ul style="list-style-type: none"> <li>• rhyming verse</li> </ul>

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