



Year 4 Writing Overview

		Our community		Our World		Our Impact	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 4	Topic	You're Not Invited	The Uk uncovered	Revolting Rebels	The Rhythm of the Rain	Walk like an Egyptian	Spiritual rivers
	Core text	The Boy at the back of the classroom (class reader)	The Boy at the back of the classroom (class reader) The Big Book of the Uk	Arthur and the Golden Rope	The Rhythm of the rain Graeme Baker Smith	The Egyptian Cinderella (class reader)	Mirror
	T4W Texts	T4W - Adventure at Sandy Cove T4W - Is honesty the best policy	T4W - Formal letter to monarchy to help Ahmet T4W - Landmarks around the UK	T4W - Biography change to Boudicca Diary entry Boudicca	T4W - The Rhythm of the Rain - recount of being a waterdrop in the water cycle The water cycle Explanation text	T4W - The time slip scarab T4W - The Royal wedding	T4W - Model text of Mirror - English side T4W - Rivers (information text) - change to Ganges
	Apply ing phonics	I know that phonics is one strategy to read unfamiliar words. I know when phonic strategies will help to read a word and when they will not. I use knowledge of root words to help me read unfamiliar words. I use root words to help me understand the meaning of unfamiliar words. I use knowledge of learned prefixes and suffixes to help me read unfamiliar words. I use prefixes and suffixes to help me understand the meaning of unfamiliar words.		I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words. I know that many words may have a similar pronunciation but may be written differently. I know that some of these are unusual. I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. I know that unfamiliar words can be read by using knowledge of known similar words (analogy). I use analogy drawing on the pronunciation of similar known words to read others			



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Read ing for Pleas ure	I know that there is a range of narrative stories. I discuss the range of narrative stories introduced so far and consider differences and similarities. I understand that these have different plot patterns. I know that the plot develops in different ways according to the plot pattern. I use a dictionary to check or find the meaning of new words. I find similarities in the books I read. I understand that writers open stories in different ways.	I understand that a writer can use patterned language for effect. I find examples of patterned language for effect. I identify words and language that show the setting of a book - historical, cultural or social. I know that writers choose words and language to show atmosphere, mood or feelings. I find words and language in my reading that writers have used to show atmosphere, mood or feelings. I identify different openings in different books and I can compare different story openings.	I explain how the writer has used words and language to show the setting of a book. I explain how the writer has used words and language to show the setting of a book. I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings. I record words and language from my reading to use in my own writing. I find similarities in the use of language and openings in books experienced.
Read ing for Pleas ure: Non- fictio n	I choose a specific non-fiction book for a specific purpose. I identify any words that are unfamiliar to me I use a dictionary to check or find the meaning of new words.	I know where to find the specific information needed in my book. I know how to use a non-fiction book to find identified information. I discuss the meaning of the unfamiliar words identified.	
Read ing for Pleas ure: Poetr y	I know that there are different forms of poetry. I know that words and language in poems create effects.	I recognise and name different types of poems which have been introduced to me. I explain the effect created by the poet's choice of words and language. I understand that the meaning of poems can be enhanced through performance. I enjoy watching performances of poems. I explain the effect of patterned language in poems and why a poet might use it. I find examples of patterned language in the poems I read. I know that poems may have patterned language.	I discuss how the meaning of a poem is enhanced through performance. I identify that intonation, tone, volume and action can be used to enhance meaning. I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.