

Glade Hill Long Term Writing Curriculum

Year group 4	Topic/ theme	Core Text	Supporting 'texts' for writing stimuli <i>Picture books Film Audio (song) Poetry Art/photo/picture Novels</i>	Writing Outcomes <i>Writing purposes key:</i> entertain inform persuade discuss	Purpose and Audience	Grammar/ composition focus' for each writing unit <i>box it up grid/ success criteria</i>	Sentence progression <i>(use sentence expansion, Literary / stylistic devices to add creativity and Alan Peat Sentences from sentence progression document)</i>	Grammar Blast <i>(use sentence structure, punctuation from sentence progression document)</i>
Autumn 1	<u>Identity and Belonging</u>	The Miraculous Journey of Edward Tulane	The world needs who you were made to be- book.	Diary entry	P: To make the reader feel concerned about ED being lost A: ED's owner	Fronted adverbials Adverbs and prepositions	BOYS sentences	Capital letters and full stops Sentence types (!?.) Run-on sentences Inverted commas
			Soundscape- waves crashing	Narrative (fantasy)	P: To make the reader feel curious about the journey of the toy A: Younger Year 1 children in the school.	Expanded noun phrases Direct speech	Complex sentences Conjunctions Pronouns	Word class Chronological order (retell)
Autumn 2	<u>Exploration and discovery</u>	The Story of Tutankhamun	Secrets of a Sun King- Emma Carroll	Historical fiction (discovery)	P: To make the reader feel excited about a new discovery A: A famous Egyptologist	Fronted adverbials Expanded noun phrases	Double -ly Complex sentences	Punctuation Inverted commas Apostrophe for possession Sentence types (!?.) Tenses (past/present)
			Kit Wright- My magic box.	Explanation text	P: To make the reader understand how to mummify A: Children age 7-8 (Y3)	Adverbs and prepositions Commas for a list Time adverbials	Subordinate conjunctions Causal conjunctions	
			Newspaper article of Howard carter's discovery.	Poetry	P: to make the reader feel amazed about Egyptian Tombs A: (make poetry book)	Repetition Similies	Repetition Similies	
Spring 1	<u>Living and surviving</u>	The Great Kapok Tree	Dear Earth	Persuasive letter	P: To persuade the reader to help save the rainforests A: World leaders in charge of deforestation	Emotive language Time conjunctions Repetition Rhetorical questions	If, if, if, then Compound sentences Complex sentences	Question marks Direct speech Expanded noun phrase Up-levelling sentences with description
				Narrative	P: To entertain the with the use of creative writing techniques and information A: Chosen member of family directed in the letter	Direct speech Creative writing techniques – Similes, alliteration, personification	Emotion commas Similes/metaphors/ personification	
Spring 2	<u>Living and surviving</u>	The Song of the Dolphin Boy	Ada's Violin Moana	Story from another culture	P: To make the reader feel ** about the life of the character A: The Dolphin Boy	Adverbs Fronted adverbials	Complex sentences	Compound sentences Complex sentences Adverbs

				Non-chronological report	P: To make the reader feel informed about dolphins. A: Born Free Charity	Subheadings and paragraphs Fronted adverbials	Compound sentences	
Summer 1	<u>Legacies: past, present and future</u>	Escape from Pompeii	Boy in the tower-escape scene.	Historical fiction narrative (adventure)	P: To make the reader feel tense about the events in the story A: Historians	Direct speech Fronted adverbials Expanded noun phrases Range of sentence structures	Appositives Ing opening	A or an Direct speech Expanded noun phrases
			Nowhere Emporium (paragraph escape scene)	Biography	P: To make the reader feel knowledgeable about Boudicca A: Year 3 children	Subheadings and paragraphs Subordinate and co-ordinate conjunctions Apostrophes for possession	Complex sentences Short sentences Repetition	
Summer 2	<u>One world</u>	The Boy at the Back of the Class	The day the war came.	Diary entry	P: To make the reader empathise with the experiences of Ahmed A: The children in Ahmed's class	Chronological order Adverbials	Complex sentences Similes metaphors	Apostrophe for possession Subject/verb Run on sentences Plurals Formal tone Inverted commas
			Azzi inbetween	Letter	P: To persuade the government that refugees should be welcome A: The government/Prime Minister	Rhetorical questions Emotive language Rule of three	Fronted adverbials If, if, if, then ...	
			The journey	Poetry	P: To make the reader connect with the experiences of being a refugee. A: The other Year 4 class.	Alliteration Similies	Short sentences Repetition	
One world- many colours- Ben Lerwill								

4	<u>Compound sentences</u> _____yet_____	. ABC ? ! ' " "	*Appositives- Expanding after the noun through adjectival phrases + addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) *Subordination *Adverbs and prepositions to express time and cause (adverbials of duration)	Similes Alliteration Personification Repetition	Emotion word, (comma) Verb, person If, if, if then
	<u>Complex sentences- subordination at the beginning</u> - <i>if, because, although, before, after, since, even though</i> Non-finite opening sentences (-ing) <u>Fronted adverbials of manner/ time/ place</u> <u>Direct speech sentence- reporting clause first.</u>				