

To be used in conjunctions with:

- 1: Genre Progression Document
- 2: English Polices

Teaching progression (order to be taught)

1. Integrated writing opportunities
2. Deconstruction of the genre (refer to year group genre booklets)
3. Writing outcome/ final piece

Year 4 Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Challenge	Why are most of the world's cities located by river?		Who were the Romans and what did we learn from them?		Why is Manchester such a cool place to live?	How can we recreate the wonder of Ancient Egypt?
Writing Outcome Genre to be taught through topic	Recount of events (using the teaching text)	Poetry & Description	Non-Chronological Report on Romans	Newspaper	Biography (famous local e.g LS Lowry)	Explanation Text: Why was the River Nile so important to the Ancient Egyptians?
Teaching Text	<i>Wind in the Willows by Kenneth Grahame</i>	<i>RWP: Storm Personification Pack</i>	<i>Roman Diary: The Journal of Iliona by Richard Platt</i>	<i>Tunnel by Anthony Browne</i>	<i>Local Information</i>	<i>The Egyptian Cinderella by Shirley Climo</i>
Integrated Writing Opportunities (done prior to teaching the genre)	<ul style="list-style-type: none"> Write in role as Mole Write a diary entry as Mole Write a recount of events from Rat, Badger and Mole's attempts to stop Toad leaving Write a book review Write an information text on rivers Evaluate a poem 	<ul style="list-style-type: none"> Write a description of a storm Personification Poetry 	<ul style="list-style-type: none"> Iliona's thoughts and feelings Recount of what happened Fictional account of a Roman March Possible Extra Applications: <ul style="list-style-type: none"> Explanation Text: What was a Roman bath like? Recount – first person 	<ul style="list-style-type: none"> Write a newspaper article about the disappearance of the children with witness who have heard about the tunnel Order the pictures in the book and write your own captions Write a letter to the children in the story explaining why they shouldn't go in the tunnel 	<ul style="list-style-type: none"> Write a persuasive text to visit Manchester Write an information booklet on Manchester Link to current affairs if appropriate 	<ul style="list-style-type: none"> Character description Diary entry in role of Rhodopis Describe the palace and pharaoh Write dialogue Short story Possible Extra Applications: <ul style="list-style-type: none"> Instructions: How to mummify a body Information text – Ancient Egypt
Writing Outcome	Persuasion	Rewrite a traditional story with changes	Short Story	Narrative (Prologue)	Short Story	Play script
Teaching Text	<i>Bills New Frock by Anne Fine</i>	<i>The Pied Piper by Michael Morpurgo</i>	<i>The Lost Thing by Shaun Tan</i>	<i>RWP: The Crawl</i>	<i>James and Giant Peach by Roald Dahl</i>	<i>I was a Rat by Philip Pullman</i>
Integrated Writing Opportunities	<ul style="list-style-type: none"> Write a persuasive letter to the teacher in the book explaining why they should treat boys and girls equally Pretend you woke up one day dressed as the 	<ul style="list-style-type: none"> Write a 'before and after the rats' diary entry Give opinion and views about different parts of the poem 	<ul style="list-style-type: none"> Write your own story using ideas from the teaching text Write a character profile of Shaun 	<ul style="list-style-type: none"> Write a narrate their own Sci-Fi Crawl 	<ul style="list-style-type: none"> Write a new story involving the old man who gives James the 'tiny green things'. Where does he come from? Who might he give them to next 	<ul style="list-style-type: none"> Turn one of the chapters into a play script Write your own fairy-tale play script Description of characters and

	<i>opposite sex – write a diary entry of that day</i> <ul style="list-style-type: none"> Write a before and after description of Bill 	Possible Extra Applications: <ul style="list-style-type: none"> Explanation Text: How sound travels? 			<i>what might happen to them?</i> <ul style="list-style-type: none"> Write a recipe to teach someone how to make the 'tiny green things' Write a letter from James to his parents about his treatment 	<i>settings</i>
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Extended write						
	Information Text Short Story <i>Final Piece from unit</i>	Recount Persuasion <i>Final Piece from unit</i>	Poetry Short Story <i>Final Piece from unit</i>	Non-Chronological Report Narrative <i>Final Piece from unit</i>	Newspaper Short Story <i>Final Piece from unit</i>	Biography Short Story/Description <i>Final Piece from unit</i>

Genre Coverage						
	Recount Persuasion	Short Story Poetry	Non-Chronological Report Short Story	Newspaper Narrative	Biography Short Story	Explanation Text Playscript

The following texts can be used for teaching short units (if time permits of end of a half term), class reads, reading for pleasure or extended writes.

	Texts linked to writing units	Recommended Texts	Picture Books
A1	Wind in the Willows by Kenneth Grahame	How to Train your Dragon by Cressida Cowell	Arthur and the Golden Rope by Joe Todd Stanton
	Bills New Frock by Anne Fine	Brightstorm by Vasnte Hardy	Flotsam by David Weisner
A2	The Pied Piper by Michael Morpurgo	Books by David Walliams	The Whale by Ethan and Vita Murrow
S1	Roman Diary: The Journal of Iliona by Richard Platt	Butterfly Lion by Michael Morpurgo	Hidden Figures by Margot Lee Shetterly and Laura Freeman
	The Lost Thing by Shaun Tan	The Queen's Nose by Dick King Smith	Mirror by Jeannie Baker
S2	Tunnel by Anthony Browne	The Midnight Fox by Betsy Byars	Zoo by Anthony Browne
Su1	James and Giant Peach by Roald Dahl	The Borrowers by Mary Norton	Leon and the place between by Angela McAllister and Grahame Barker Smith
Su2	The Egyptian Cinderella by Shirley Climo	The Demon Headmaster by Gillian Cross	Greenling by Levi Pinfold
	I was a Rat by Philip Pullman	Esio Trol by Roald Dahl	Wolves by Emily Gravett
		Stig of the Dump by Clive King	Mrs Noah's Pockets by Jackie Morris and James Mayhew