

Autumn 2 OVERVIEW YEAR 4 – Writing

Term 1 Book(s) - The Lion The Witch And The Wardrobe		
Topic(s) – Writing an informal letter.		Guide Time = 3 weeks.
Assessment:	<p>Teacher assessment using the statutory end of year assessment grids as a guide.</p> <p>For this unit, there will be a focus on:</p> <ul style="list-style-type: none"> • Selecting appropriate informal language through the use of contractions, abbreviations and emotive punctuation. • Use of paragraphs around a theme. • Successfully structuring a letter to include: the sender's address, date, appropriate greeting and signing off phrase. 	<p><u>Very Important Points (VIPs):</u></p> <ul style="list-style-type: none"> • A letter is a written, typed or printed communication, typically sent in an envelope by post. • Features of an informal letter include: an appropriate greeting, paragraphs around a theme, first person form, vocabulary that shows a chatty informal style and a complimentary close. • Informal writing is similar to spoken conversation. It may include slang, emotive punctuation, contractions and abbreviations. • Formal writing should include longer sentences, limited range of emotions, little emotive punctuation and no contractions and abbreviations. • The word contraction means to make words shorter by placing an apostrophe where letters have been omitted e.g. can't: can not. • The word abbreviation means to shorten a word or phrase e.g. January: Jan. • 1st person is someone's own point of view e.g. I and we. • 2nd person point of view belongs to the person or people being addressed e.g. you. • 3rd person point of view belongs to the person or people being talked about e.g. he, she, it, they. • Your chosen informal sentences should be appropriate to your chosen topic and recipient. • Before the introduction paragraph, a letter must include: the sender's address, date and an appropriate greeting. • Throughout the introduction you should make the reasons clear why you are writing. • The second paragraph should add more detail and use short sentences with emotive punctuation, contractions and chatty phrases.
Links to prior learning (sequencing) and canon book	<p>Children will have written letters in previous years, so this unit will build on children's understanding of letter structures and informal writing.</p> <p>This unit will also build on skills introduced in Year 3:</p> <ul style="list-style-type: none"> • Using mostly correctly: capital letters, full stops and commas for lists. • Selecting some vocabulary that fits the purpose of their writing. • Write effectively and coherently for different purposes. • Some use of present perfect forms of verbs instead of simple past. • Using some subordinating conjunctions to express time and cause, including: if, when, because, although. 	

Links to other learning (cross fertilisation)	<p>Children will be reading the canon book 'The Lion The Witch and The Wardrobe' during Reading for Purpose when they will answer a range of retrieval, inference and vocabulary questions. Across the curriculum subjects will be cross fertilized accordingly as during Science children will be learning about states of matter. In Geography, children will be learning about the water cycle and in Art they will create scenes reminiscent of Narnia, using the work of artist Simon Beck as inspiration. In D&T, they will work as a team to design and create a sled that can be used in the snowy conditions of Narnia.</p> <p><u>Thematic Questions</u></p> <p>The World Beyond Us: What would be the most appropriate way to communicate with someone in space from Earth?</p> <p>Modern Britain: Do you think that letters will continue to be used by future generations?</p> <p>Healthy Bodies & Healthy Minds: How can sending letters be more beneficial to people's health than sending an email?</p> <p>The World Around Us: How does the process of creating and sending letters affect the environment?</p> <p>Culture: Do all cultures send letters?</p> <p>Technology in Action: Today, millions of letters get sent each day. How has this figure increased over time?</p>	<ul style="list-style-type: none"> • The content of the third paragraph should be chosen by pupils. • The fourth paragraph should include a summary of the main points for writing the letter. • It should also include an appropriate final sentence e.g. I look forward to hearing from you. • Signing off should be appropriate e.g. yours sincerely if you know the recipient or yours faithfully if you don't. <p><u>Fat Question:</u></p> <p>Are letters an old fashioned form of communication?</p> <p>Do you think that letters are still required in today's society?</p>
Links to future learning	<p>Children will write another letter piece in the Spring Term based on the reading canon book, 'The Accidental Prime Minister' to further develop the skills covered in this unit.</p>	

	<p>Throughout Year 4, children should start to become more aware of vocabulary choices and the impact this may have on the reader.</p> <p>This learning will also support children to write informally and successfully structure letters throughout UKS2.</p>	
Character/Wider Development ('50 things', cultural capital, skills)	<p>Opportunities to write and stamp an envelope and physically post a letter in the local post box as well as the opportunity to receive a letter back in the post.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p>Phase 1: Hook lesson, reading and analysing.</p> <p>(suggested 2 lessons)</p>	<p>Hook lesson (LO to be created by the teacher).</p> <p>To understand and identify the features of a letter.</p>	<p><u>Spoken Language:</u></p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p><u>Reading Comprehension:</u></p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Features Fronted adverbial Conjunction Tense 1st Person Emotive Punctuation Address</p>	<p><u>GD:</u></p> <p>Have access to WAGOLLS that have more challenging vocabulary in them.</p> <p>Compare and justify different WAGOLLS.</p>	<p>The senders address should go in the left corner rather than the right.</p> <p>The address of the individual or organisation you are writing to should go on the right rather than the left.</p>	<p><u>LO: Hook lesson (LO to be created by the teacher).</u></p> <p>Hook lesson to be chosen by teacher with the purpose of engaging the children with the new topic of writing an informal letter. Possible examples include: Hiding letters around the school which the children have to look for. Receiving letters from 'mysterious' characters and trying to work systematically to work out who they're from. Aim to cross fertilise this with the reading cannon book, perhaps the letters could be from characters in the book.</p>

		<p>Listen and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Date Sender Greeting Introduction Paragraphs Informal Formal Conclusion Structure Effective Appropriate Letter</p>	<p>Ensure that they can identify different examples of emotive punctuation, abbreviations and contractions.</p> <p><u>SEND:</u> Use letter with language that is accessible for their reading ability and/or linked to their targets.</p>	<p>You should write the date that you expect the letter to arrive rather than the date that you send the letter.</p> <p>You should write 'Dear Sir / Madam' even if you know the name of the person you are writing to.</p> <p>You should always sign off the letter with 'Yours Sincerely' rather than 'Yours Sincerely' only If you know the name of the person you are writing to. If not, end it with 'Yours Faithfully.'</p> <p>If your name has been written in print you don't have to include your signature.</p>	<p><u>LO: Understand and identify the features of a letter.</u></p> <p>Read several WAGOLLS of differing quality (WAGOLLS on Trust drive) and discuss what a letter is, how it should be structured, different types of letters and identifying its key features.</p> <p><u>Deepen the moment:</u> Justify which WAGOLL is the most successful and explain why.</p> <p>Identify the least effective WAGOLL and justify your reasons for this. Improve and rewrite the most ineffective piece of this WAGOLL.</p> <p>Pick your favourite WAGOLL and explain the purpose and audience of it. Give reasons for your answer.</p> <p>Which WAGOLL has the most effective introduction? Give reasons for your answer.</p>
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<p>Phase 2: SPAG elements</p> <p>(Suggested 4/5 lessons)</p>	<p>To understand the difference between formal and informal writing.</p> <p>To create a word bank of appropriate contractions and abbreviations.</p> <p>To investigate the difference between 1st, 2nd and 3rd person.</p> <p>To create a word bank of appropriate informal, chatty language.</p> <p>Consolidation lesson (teacher to decide upon area of learning that needs to be addressed).</p>	<p><u>Vocabulary, Grammar and Punctuation:</u></p> <p>Develop their understanding of concepts such as extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Indicate grammatical and other features by using commas after fronted adverbials.</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Formal Informal Contraction Abbreviation 1st person Informal language Tense Verb Pronouns Senses Conjunction Cause Effect Appropriate Preposition Appropriate</p>	<p><u>GD:</u> Given challenging texts to read, scan and analyse to identify formal and informal language.</p> <p>Create their own contractions and abbreviations instead of using the ones provided.</p> <p>Identify the difference between 1st, 2nd and 3rd person within a differentiated text. They will also be expected to apply this learning to their own sentences.</p> <p>Create and apply appropriate chatty language to their own</p>	<p>It doesn't matter whether you choose was or were as they both 'sound right'.</p> <p>Saying sentences out loud using incorrect tense/ verb agreement.</p> <p>All conjunctions mean the same thing.</p> <p>A mix of both formal and informal language is okay.</p>	<p><u>LO: To understand the difference between formal and informal writing.</u></p> <p>Edit a class example to change formal language to informal. Apply this to their own sentences.</p> <p><u>LO: To create a word bank of appropriate contractions and abbreviations.</u></p> <p>Investigate what contractions and abbreviations are and how to write them. Apply this to own examples.</p> <p><u>LO: To investigate the difference between 1st, 2nd and 3rd person.</u></p> <p>Identify the correct person within a class example, justify why and apply this to their own sentences.</p> <p><u>LO: To create a word bank of appropriate informal, chatty language.</u></p> <p>Reflecting on the week's learning, create appropriate language that could be used within the informal letter.</p> <p><u>LO: Consolidation lesson (teacher to decide upon area of learning that needs to be addressed).</u></p> <p>Teacher choice.</p> <p><u>Deepen the moment:</u></p> <p>Dylan has only written the recipient's address on his</p>
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				<p>sentences without the use of prompts.</p> <p>SEND: Cut up sentences where they can experiment with formal/informal contractions and abbreviations.</p> <p>Word mats and differentiated WAGOLLs provided.</p>		<p>letter. What may the result of this be? Explain your answer.</p> <p>Create an opening sentence to a letter using informal language and an appropriate greeting.</p>
<p>Phase 3: Plan and write. (suggested 4 lessons)</p>	<p>To plan and write the first draft of my introduction.</p> <p>To plan and write the first draft of my second paragraph.</p> <p>To plan and write the first draft</p>	<p>Composition</p> <p>Plan and write by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Structure Paragraphs Theme Date Address Recipient Sender Opening statement Introduction Conclusion</p>	<p>GD: Children ensure they have achieved all of the identified features. GD peer coaching to challenge and improve each other's plans.</p> <p>SEND:</p>	<p>The sender's address should go in the left corner rather than the right.</p> <p>The address of the individual or organisation you are writing to should go on the right rather than the left.</p> <p>You should write the date that you</p>	<p>LO: To plan and write the first draft of my introduction.</p> <p>Plan the introduction using the resources and knowledge acquired over the topic. Write the first draft.</p> <p>LO: To plan and write the first draft of my second paragraph.</p> <p>Plan the second paragraph using the resources and knowledge acquired over the topic. Write the first draft.</p> <p>LO: To plan and write the first draft of my third paragraph.</p>

	<p>of my third paragraph.</p> <p>To plan and write the first draft of my fourth paragraph.</p>	<p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p>	<p>Signing off phrase Sincerely Faithfully</p>	<p>Children use word banks to support them. Possible use of small group planning to enable discussion of ideas as support.</p>	<p>expect the letter to arrive rather than the date that you send the letter.</p> <p>You should write 'Dear Sir / Madam' even if you know the name of the person you are writing to.</p> <p>You should always sign off the letter with 'Yours Sincerely' rather than 'Yours Sincerely' only If you know the name of the person you are writing to. If not, end it with 'Yours Faithfully.</p> <p>If your name has been written in print you don't have to include your signature.</p>	<p>Plan the third paragraph (children's choice of topic) using the resources and knowledge acquired over the topic. Write the first draft.</p> <p><u>LO: To plan and write the first draft of my fourth paragraph.</u></p> <p>Plan the fourth paragraph using the resources and knowledge acquired over the topic. Write the first draft.</p> <p><u>Deepen the moment:</u> Dylan thinks that including the sender's address on the letter is a waste of time. Explain your opinion in full.</p> <p>What is the importance of including your name in print and a signature at the bottom of a letter?</p> <p>Identify the difference between a formal and informal letter.</p>
<p><u>Phase 4:</u> Edit and improve. (suggested 1/2 lessons)</p>	<p>To edit the first and second paragraphs of my letter.</p>	<p><u>Composition</u></p> <p>Evaluate and edit by: assessing the effectiveness of their own and others'</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Improve Alternative Appropriate</p>	<p><u>GD:</u> Children expected to use resources to improve their own vocabulary.</p>	<p>First drafts should be perfect.</p> <p>There are not any mistakes in my first draft because I cannot find any.</p>	<p><u>LO: To edit the first and second paragraph of my letter.</u></p> <p>Using the editing stations, edit the first two paragraphs using a variety of peer coaching.</p>

	<p>To edit the third and fourth paragraphs of my letter.</p>	<p>writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Effective Analyse Evaluate Strengths Weaknesses Formal Informal Emotive Punctuation Abbreviations Contractions Opening statement Signing off phrase</p>	<p>SEND: Ensure that SEND children spend a suitable amount of time editing 'the basics' – sentence structure and basic SPAG elements before attempting to enhance their texts with more complex devices.</p>		<p><u>LO: To edit the third and fourth paragraphs of my letter.</u> Using the editing stations, edit the second two paragraphs using a variety of peer coaching.</p> <p><u>Deepen the moment:</u> Identify where you could improve this sentence (provide a sentence).</p> <p>Develop your emotive punctuation by applying it to a different stimulus (provide a picture for them to describe).</p> <p>Develop your informal vocabulary by applying it to a different stimulus (provide a picture for them to describe).</p> <p>Mr Wilbor has improved this sentence (provide a basic sentence). How could you improve it?</p>
<p>Phase 5: Publishing and presenting. (Suggested 2 lessons)</p>	<p>To write the final draft of my letter.</p> <p>To write the final draft of my letter.</p>	<p><u>Handwriting and Presentation</u></p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Presentation Handwriting Cursive</p>	<p>SEND: Ensure correct letter formation and cursive handwriting, modelling where needed. Encourage the</p>		<p><u>LO: To write the final draft of my letter.</u> Write the final draft after reading their shoulder partner's and checking one last time for mistakes.</p> <p><u>LO: To write the final draft of my letter.</u> Write the final draft after reading their shoulder partner's and checking one last time for mistakes.</p>

		<p>letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>		<p>use of a handwriting mat to practice letter formation if required.</p>		
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Context (big picture learning):

Children will use the reading canon book, *The Lion The Witch And The Wardrobe* as a basis to write an informal letter using a variety of writing techniques including informal vocabulary, writing paragraphs around a theme, correct structuring a letter and rhetorical questions. They will use emotive punctuation throughout the letter to portray their emotions to the reader.

Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Autumn 2 - The Lion The Witch and The Wardrobe > English)

Year 4 Writing Knowledge Organiser (Informal Letter)

Key Vocabulary:

Features – the important aspects of something.

Abbreviation – a shortened form of a word or phrase.

Contraction – the shortening of a word.

Conjunction – a word used to connect clauses.

1st Person – replaying of events from their own point of view.

Emotive Punctuation – deliberate choice of punctuation to show emotion.

Address – the place that someone lives or is situated.

Date – the day of the month and year.

Greeting – a word of welcome.

Informal – a relaxed, chatty style of writing.

Formal – writing with a professional tone.

Structure – something of many parts put together.

Appropriate – suitable to the circumstance.

Learning intent:

We will use The Lion the Witch and the Wardrobe as a basis for writing an informal letter using a variety of techniques drawing on our year 3 learning and a range of new techniques. We will be focusing on the structure, informal language and the impact this has on the reader.

Features of an informal letter:

- The senders address
- The date
- An appropriate greeting
- An introduction
- Paragraphs around a theme
- First person form
- Vocabulary that shows a chatty, informal style
- A conclusion
- Rhetorical questions
- A complimentary close

Common contractions:

We will (we'll)

You will (you'll)

Is not (isn't)

They are (they're)

She had (she'd)

Has not (hasn't)

Common abbreviations:

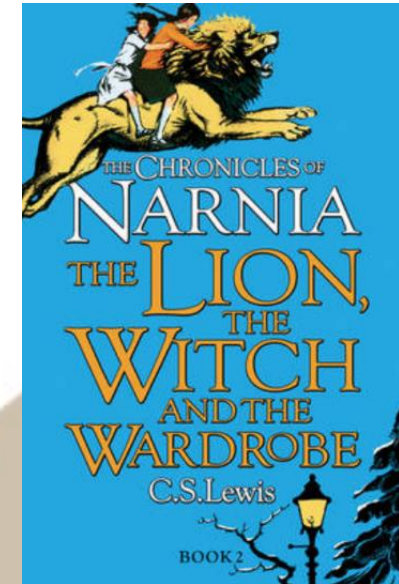
Approximately (approx.)

As soon as possible (ASAP)

Estimated time of arrival (E.T.A)

Telephone (Tel)

Centre meter (cm)



Writing styles:

Writing in an informal, emotive way:

Hey bro, we're hosting a brunch thing at our place this Sunday morning say 10:30-ish. Hope you can make it! P.s. no need to bring any grub, we have tons!!!

Writing in a formal way:

Hello James, I have the pleasure of inviting you to attend our residence on Sunday for a three course lunch. The time of arrival is 11am for a prompt 12pm start. We hope to see you there.

