

WEXHAM PRIMARY SCHOOL LONG TERM OVERVIEW

YEAR 4 – Talk For Writing Overview

TERM 1	TERM 2	TERM 3
<p align="center"><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>The Wild Girl</i> – Chris Wormell Model Text: <i>The Wild Girl</i> – Teacher adapted version Genre & Plot Structure: Overcoming the monster adventure tale Focus / Outcome (Hot Task): Chn will write a sequel further adventure of the wild girl.</p>	<p align="center"><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>Honestly, Little Red Riding Hood was Rotten</i> - Trisha Speed Shaskan; <i>Little Red</i> – Bethan Woollvin Model Text: Teacher written alternative version of <i>Little Red Riding Hood</i> Genre & Plot Structure: Traditional Tale with a twist Focus / Outcome (Hot Task): To write a traditional tale from a different perspective.</p>	<p align="center"><u>NARRATIVE 1</u></p> <p>Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: Teacher written opening and build up with a focus on setting and character Genre & Plot Structure: Fantasy Focus / Outcome (Hot Task): To write an opening and build up to a fantasy story with a focus on setting and character</p>
<p align="center"><u>NON-FICTION 1</u></p> <p>Class text / stimulus: <i>The Wild Girl</i> –Chris Wormell Model Text: <i>The Day I met the Wild Girl</i> – Teacher written magazine article Genre & Plot Structure: Recount Focus / Outcome (Hot Task): Chn will write their own magazine recount article about a meeting with a fictional character</p>	<p align="center"><u>NON-FICTION</u></p> <p>Class text / stimulus: 1) <i>The True Story of the Three Little Pigs</i> - Jon Scieszka and Lane Smith; 2) <i>The Wolf's Story</i> - Toby Forward and Izhar Cohen; Youtube clip of <u>Guardian newspaper advert featuring 3 Little Pigs on Trial.</u> Model Text: <i>Local Hero Wins Medal</i> by Pie Corbett Genre & Plot Structure: Newspaper Report / Journalistic Writing Focus / Outcome (Hot Task): To write a newspaper report linked to a fairy tale.</p>	<p align="center"><u>NARRATIVE 2</u></p> <p>Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: <i>The Night Fairy</i> Genre & Plot Structure: Fantasy/Finding Tale Focus / Outcome (Hot Task): To write a Finding Tale recount set in a fantasy world</p>
<p align="center"><u>NARRATIVE 2</u></p> <p>Class text / stimulus: <i>I Believe in Unicorns</i> by Michael Morpurgo Model Text: <i>Gas Mask</i> by Pie Corbett Genre & Plot Structure: Portal story with a time-slip Focus / Outcome (Hot Task): To write a portal story with a time-slip (back or forwards in time)</p> <p align="center"><u>POETRY</u></p> <p>Focus text: <i>Remembrance</i> by Sue Cowling Throughout this unit, explore and write poetry via short burst writing opportunities, or include as an additional short unit.</p>	<p align="center"><u>NON-FICTION 2</u></p> <p>Class text / stimulus: Range of fairy stories Model Text: Teacher written speech from the perspective of a fairy tale character trying to explain why they are the goody; have been framed etc. Genre & Plot Structure: Persuasion / Speech Focus / Outcome (Hot Task): To write and perform a speech e.g. to persuade people to believe your side of the fairy tale e.g. from the perspective of the wolf or ugly stepsister etc.</p>	<p align="center"><u>NON-FICTION 1 (short unit)</u></p> <p>Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: Teacher written persuasive letter to a River Troll Genre & Plot Structure: Persuasion Focus / Outcome (Hot Task): To write a persuasive letter to another of the fantastical creatures</p> <p align="center"><u>NON-FICTION 2</u></p> <p>Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) – Holly Black Model Text: Teacher written discussion – <i>Should Trolls be Slaughtered?</i> Genre & Plot Structure: Discussion Focus / Outcome (Hot Task): A discussion answering another <i>Should</i> questions related to one of the creatures from the class text</p>

POETRY
 Focus text *Little Red Riding Hood and the Wolf* by Roald Dahl
 Throughout this term, explore and write poetry via short burst writing opportunities, or include as an additional short unit.

<p><u>Supplementary / Complementary Texts:</u></p> <ul style="list-style-type: none"> • <i>Rose Blanche</i> - Ian McEwan • <i>Once</i> - Morris Gleitzman • <i>The Gardener</i> - Sarah Steward • <i>A Soldier's Friend</i> – Megan Rix • <i>Stig of the Dump</i> - Clive King • <i>Five children and It</i> – E Nesbit 	<p><u>Supplementary / Complementary Texts:</u></p> <ul style="list-style-type: none"> • Narrative poems including by Michael Rosen such as: <i>Chocolate Cake</i> and <i>My Big Book of Bad Things</i> • <i>Who's Afraid of the Big Bad Book?</i> - Lauren Child • <i>Into the Forest</i> - Anthony Browne • <i>Hansel and Gretel</i> - Anthony Browne 	<p><u>Supplementary / Complementary Texts:</u></p> <ul style="list-style-type: none"> • Harry Potter series • <i>Moonsilver</i> – Kathleen Duey • <i>The Land of Stories – The Wishing Spell</i> – Chris Colfer
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