



# QHA Writing Workshop Year 4

Tuesday 21<sup>st</sup> April 2026

Mrs Bradding, Miss Lee and  
Mr Cook

A close-up photograph of a hand holding a yellow pencil, writing on a piece of white lined paper. The background is a soft, out-of-focus light blue and green. The text is overlaid on the left side of the image.

Writing is usually taught over a 2-week block

In a typical unit we:

- Introduce the unit through a hook/stimulus to ensure the children are engaged in what we are writing
- The first week, we immerse the children in the genre by carrying out the following activities:
  - Role on the wall
  - Drama
  - Hot seating
  - Music/videos etc.
  - Boxing up
  - Looking at the features of what we are writing
  - Character descriptions

In the second week, we write at length using the 'shared write' method over 5 different days.

# A typical lesson:

Starter activity based on grammar, punctuation and spelling (GPS)

Introduction to lesson and aims

Modelled write from class teacher with input from pupils

Children independently write their own piece of work or continue an extended piece of work

Children are expected to write at length. Roughly half a page per lesson.

# Topics this term:

**Summer  
1  
4 weeks 3  
days**

**Non-fiction: Reports**  
Tongo Lizard  
**(1 week 3 days)**

**Narrative : Legends**  
Beowulf  
**(2 weeks)**

**Non- fiction: Biography**  
David Attenborough  
**1 week- give children info -  
short biography**

**Beowulf**  
**The Unforgotten Coat (APS)**

# End of Year 4 expectations:

23	<ul style="list-style-type: none"> <li>• I try to use different sentences to create effects, for example, simple and compound sentences, connectives (however, therefore, in addition) as openers.</li> <li>• I am starting to use relative clauses, using 'who', 'whose', 'which', 'that', 'where', 'when' relative pronouns.</li> <li>• I use the correct tense when writing, including perfect tense forms (present and past) where appropriate.</li> <li>• I can usually use the first or third person correctly (I, my, mine, ours he/she, his/her, theirs).</li> <li>• My writing is organised into paragraphs to show different pieces of information, events or processes.</li> <li>• My stories are well paced and balanced in content.</li> <li>• I can use adverbs and conjunctions to link paragraphs.</li> <li>• I can use a comma after fronted adverbial phrases (including prepositional phrases) to add detail e. g. After tea, Two days later, ...</li> </ul>	<ul style="list-style-type: none"> <li>• I can confidently use most of the features of the text-type I am trying to write.</li> <li>• I can carefully select detail to support the purpose of my writing and engage reader's interest.</li> <li>• I can write a story with a build-up and complication that leads towards a clear ending using a paragraph for each.</li> <li>• I can choose some vocabulary to add interest or clarity or to introduce opinion or persuasion.</li> <li>• I can write stories which include a range of strategies to describe settings.</li> <li>• I can create characters which are linked either by description or feeling.</li> <li>• I can use words which are lively and imaginative in order to amuse, entertain, etc. the reader.</li> <li>• I can edit and improve my writing by changing grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• I can confidently use a range of strategies to spell unfamiliar and irregular words.</li> <li>• I can write neatly and clearly using joined handwriting.</li> <li>• I can spell words correctly from the Year 3 and 4 word list</li> </ul>
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- I use the correct tense when writing, including perfect tense forms (present and past) where appropriate.
- I can usually use the first or third person correctly (I, my, mine, ours he/she, his/her, theirs).
- My writing is organised into paragraphs to show different pieces of information, events or processes.
- My stories are well paced and balanced in content.
- I can use adverbs and conjunctions to link paragraphs.
- I can use a comma after fronted adverbial phrases (including prepositional phrases) to add detail e. g. After tea, Two days later, ...

What are we focusing on this half term?

- Relative clauses
- Understanding the use of pronouns
- Writing in the correct tense
- Organising writing into paragraphs
- Punctuating sentences accurately

- I can confidently use most of the features of the text-type I am trying to write.
- I can carefully select detail to support the purpose of my writing and engage reader's interest.
- I can write a story with a build-up and complication that leads towards a clear ending using a paragraph for each.
- I can choose some vocabulary to add interest or clarity or to introduce opinion or persuasion.
- I can write stories which include a range of strategies to describe settings.
- I can create characters which are linked either by description or feeling.
- I can use words which are lively and imaginative in order to amuse, entertain, etc. the reader.
- I can edit and improve my writing by changing grammar and vocabulary

## What are we focusing on this half term?

- Understanding the criteria for a text type – e.g non-fiction writing
- Selecting details to support purpose – engaging a reader
- Choosing vocabular to interest of clarify
- Editing and improving writing by changing grammar or vocabulary

- I can confidently use a range of strategies to spell unfamiliar and irregular words.
- I can write neatly and clearly using joined handwriting.
- I can spell words correctly from the Year 3 and 4 word list

## Key focus this term:

Parents – We ask that you support us in this area this term. Children must practice their spellings and develop their handwriting, in preparation for Year 5.

- Children need to develop strategies to spell unfamiliar and irregular works
- Write neatly and clearly joined
- Spell words from the year 3/4 spelling list

This is how we join  
our letters, we must  
remember to do this  
in all of our work.

## Years 3 & 4 Statutory Spelling Lists

accident	accidentally	actual	actually	address
answer	appear	arrive	believe	bicycle
breath	breathe	build	busy	business
calendar	caught	centre	century	certain
circle	complete	consider	continue	decide
describe	different	difficult	disappear	early
earth	eight	eighth	enough	exercise
experience	experiment	extreme	famous	favourite
February	forward	forwards	fruit	grammar
group	guard	guide	heard	heart
height	history	imagine	increase	important



# How to support at home:

The screenshot shows the Mirodo Education app interface. At the top, there is a browser address bar with the URL `app.mirodoeducation.com/practice`. Below the address bar, there are several browser tabs including "Email - Emma Good...", "Microsoft Teams - I...", "Primary Resources - ...", "Activities - Explorify", "MyeXtend", "ParentMail", "Mirodo Education", "4EG - Results - My...", and "Purple Mash by 2Si...".

The main interface features the Mirodo logo on the left. On the right, there is a user profile icon for "MOLLY" with a "MINDFULNESS" badge, a "logout" button, and a notification icon with the number "1".

A blue navigation bar contains the following tabs: "TASKS", "PRACTICE", "TESTS", "PROGRESS", "REWARDS", and "LESSONS". A small shop icon is located on the far right of this bar.

Below the navigation bar, there are three circular icons representing subjects: "Maths" (a cube), "English" (a tree), and "Science" (an atom). A search bar with a magnifying glass icon is positioned to the right of these icons.

On the left side, there is a vertical purple bar labeled "Reward". On the right side, there is a vertical blue bar labeled "Share Feedback".

A large red banner across the bottom of the main content area reads "GRAMMATICAL TERMS". Below this banner, there are two grey boxes, each containing the numbers "3" and "10" next to small icons.

At the bottom of the screen, there is a Windows taskbar with various application icons and a system tray showing the time "16:48" and date "25/04/2023".

# GRAMMATICAL TERMS

## FUNCTIONS OF SENTENCES

## COMBINING WORDS, PHRASES AND CLAUSES

## VERB FORMS, TENSE AND CONSISTENCY

## PUNCTUATION

## VOCABULARY

# GRAMMATICAL TERMS

3 10

## Nouns

Go!

3 10

## Verbs

Go!

3 10

## Adjectives

Go!

3 10

## Conjunctions

Go!

3 10

3 10

Reward

Share Feedback

## Homework expectations:

<b>Reading</b>	At least 3 times a week. Must be recorded in their reading records. Due on a <b>Friday</b>
<b>Mirodo</b>	English and Maths. Due on a <b>Wednesday</b>
<b>Spellings</b>	Practise as much as possible. Spelling test on a <b>Friday</b>
<b>TTRS</b> (Times tables)	10 minutes per day (Focus on Studio mode and Soundcheck) This will prepare them for the MTCs (multiplication Times table check)

**MTCs – June 1<sup>st</sup> – 12<sup>th</sup>**

Thank you!

Any Questions?

