



QHA Writing Workshop Year 4

Wednesday 26th April 2023.

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.

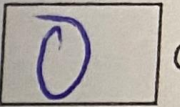
End of Year 4 expectations:

23	<ul style="list-style-type: none">• I try to use different sentences to create effects, for example, simple and compound sentences, connectives (however, therefore, in addition) as openers.• I am starting to use relative clauses, using 'who', 'whose', 'which', 'that', 'where', 'when' relative pronouns.• 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, ...	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
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14

Underline the adverbial phrase in this sentence.

In the afternoon, the whole class went swimming.



G

1 mark

17

Add the correct pronouns to replace the noun in these sentences.

Sara and Ali were the best players on the basketball team. They both
had both scored a goal in every match.

Zoe loves art. always is always drawing or painting.

0 G
1 mark

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Maths English Science

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GRAMMATICAL TERMS

GRAMMATICAL TERMS

FUNCTIONS OF

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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

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