



## Narrative – Character description

**Autumn 1**

**YEAR 4**

Text: The Lost Thing

To write a description of the Lost Thing SO THAT the reader is intrigued and wants to find out more about the mysterious creature

Words from Year ¾  
spelling list

although, peculiar, friend, purpose, regularly, special, adventures, though

Y4 Handwriting  
expectations

- I can use **diagonal and horizontal strokes** to join letters correctly.
- I know **which letters should not be joined** when writing.
- I write with **legible, consistent, and neat handwriting**.
- I make sure my **letter sizes are consistent**, and my writing is evenly spaced.
- I ensure **downstrokes are straight, parallel, and evenly spaced**.
- I leave enough **space between lines** so that ascenders and descenders do not overlap.

Spelling Objectives

- LO: To spell most common exception words correctly
- LO: To use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.

Learning Objectives

**Immersion**

- LO: To orally compose and rehearse using a rich and varied vocabulary
- LO: To write with an awareness of purpose and reader with attempts to interest the reader across different forms of writing.

**Analysing Author Choice**

- LO: To write with an awareness of purpose and reader with attempts to interest the reader across different forms of writing.

**Skills**

- **LO: To write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although)**



So that ideas are connected clearly, and the reader can follow thoughts, reasons, and actions easily.  
 e.g. *"It was hard to miss because it was so big, but nobody else seemed to notice it, although it looked completely out of place."*  
*"Although the Lost Thing looked strange, it didn't seem dangerous."*

- LO: To add detail and precision through simple expansion of noun phrases (secured from Year 2)**  
 So that the description is vivid and helps the reader picture the Lost Thing more clearly.  
 e.g. *"round, rusted metal body", "long, spider-like legs", "tiny arms sticking out", "red, flickering lights", "decorated with dents and scratches"*
- LO: To demarcate most sentences in their writing independently with capital letters and full stops correctly and use question marks and exclamation marks mostly correctly when required (secured from Year 2)**  
 So that the writing is clear, grammatically correct, and easy to follow for the reader.  
 e.g. *"It was the most peculiar thing I had ever seen." / "I still wonder where it came from and why it was there." / "Whatever the reason, I felt lucky to have noticed it—because once you've seen the Lost Thing, you can't stop thinking about it."*

**Analyse Features**

- LO: To identify and discuss key features of a text including sentence types, punctuation and language choices.

**Plan**

- LO: To orally compose and rehearse using a rich and varied vocabulary

**Write**

- LO: To write narratives and descriptions simply and coherently
- LO: To write with an awareness of purpose and attempts to interest the reader across different forms of writing

**Review and Edit**

- LO: To review and edit my writing to check for capital letters, punctuation, and spelling so that my sentences make sense.

**Publish**

- LO: To present final writing using joined, legible handwriting and correct punctuation and spelling



## WAGOLL

I first saw the Lost Thing on the beach when I was collecting bottle tops. It was hard to miss because it was so big, but nobody else seemed to notice it, **although** it looked completely out of place. The creature had a round, rusted metal body that looked like an old boiler. It moved on long, spider-like legs that creaked when it walked, and it had tiny arms sticking out from the side, like it wasn't sure what they were for. On top of its head sat a group of red, flickering lights which flashed **regularly**, as if they were trying to send a secret message. It was the most **peculiar** thing I had ever seen. Although the Lost Thing looked strange, it didn't seem dangerous. In fact, it tilted its head gently and followed me, as if it wanted a **friend**. Its shell was decorated with dents and scratches, which made me think it had been on many **adventures** before it arrived here. Nobody else on the beach said anything or turned their heads, even **though** the creature made strange whirring noises when it moved. I started to feel that this was something **special**. Something the world had forgotten about. I still wonder where it came from and why it was there. Maybe it had a **purpose**, or maybe it was just lost like so many other things. Whatever the reason, I felt lucky to have noticed it because once you've seen the Lost Thing, you can't stop thinking about it.



## Teaching Sequence for Writing

### IMMERSION

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>Plan up to five lessons with a clear purpose and audience</li> <li>Include drama, role-play, and vocabulary development</li> <li>Use high-quality texts and model shared/guided reading</li> <li>Teach key vocabulary and display it for reference</li> <li>Link lessons to previous and current learning</li> </ul>	<ul style="list-style-type: none"> <li>Engage actively in reading activities</li> <li>Ask questions and make connections to their own experiences</li> <li>Visualise, evaluate, and explore characters in depth</li> <li>Take part in discussions and group tasks</li> <li>Reflect on learning and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Photos of drama or role-play</li> <li>Mind maps showing ideas and understanding</li> <li>Character thoughts and reflections</li> <li>Captions and activity descriptions</li> <li>Annotated examples of learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>Clear purpose displayed using “so that...” statements</li> <li>Genre, audience, and purpose for tasks clearly shown</li> <li>Key vocabulary with child-friendly definitions</li> <li>Arrows or timelines to show the learning journey</li> <li>Evidence of past and current learning on display</li> </ul>
<b>Skills</b>		<b>Activities</b>	
<ul style="list-style-type: none"> <li>I know how to generate vocabulary</li> <li>I know how to debate</li> <li>I know how to discuss</li> <li>I know how to empathise</li> <li>I know how to infer thoughts and feelings</li> <li>I know how to research</li> <li>I know how to retell a story</li> <li>I know how to retell an event</li> <li>I know how to make notes</li> <li>I know how to gather ideas</li> <li>I know how to listen to a story</li> <li>I know how to role play</li> <li>I know how to ask questions to improve my understanding</li> </ul>		<ul style="list-style-type: none"> <li>Watch videos and explore artefacts and pictures</li> <li>Retell stories through speaking, drawing, and writing</li> <li>Take part in class discussions and simple debates</li> <li>Make predictions about what might happen next in a story</li> <li>Generate new vocabulary as a class or in groups</li> <li>Describe characters and settings using words and pictures</li> <li>Write simple book reviews</li> <li>Write for real-life purposes (e.g. invitations for a class event)</li> <li>Act out different parts of the story Freeze frame</li> <li>Take children on trips and visits</li> <li>Use experiences such as now press play</li> </ul>	



IMMERSION		
Learning objective and key vocabulary	Activity Ideas	Key Resources



## ANALYSE AUTHOR CHOICE

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>Define success criteria clearly</li> <li>Analyse language choices in the text</li> <li>Provide interactive, engaging tasks</li> <li>Be confident in the genre's structure and language features</li> <li>Share WAGOLs (What A Good One Looks Like)</li> </ul>	<ul style="list-style-type: none"> <li>Identify key features in texts</li> <li>Use and explore new vocabulary</li> <li>Explain and reason author's language and presentation choices</li> <li>Discuss ideas and complete paired tasks to apply learning</li> </ul>	<ul style="list-style-type: none"> <li>Texts with features highlighted or underlined</li> <li>Drawings or pictures with labels showing understanding</li> <li>Simple sentence explanations (e.g. "The author used big letters to show it's loud")</li> <li>Word banks or mini glossaries with new vocabulary</li> <li>Matching or sorting activities glued into books (e.g. words to meanings or pictures)</li> <li>Speech bubbles or thought bubbles for characters</li> </ul>	<ul style="list-style-type: none"> <li>BUSC</li> <li>Annotated WAGOLs</li> <li>Vocabulary lists with child-friendly definitions and dual coding</li> </ul>
<b>Skills</b>		<b>Activities</b>	
<ul style="list-style-type: none"> <li>I know why authors choose certain vocabulary</li> <li>I know why texts are presented in different ways</li> <li>I know why vocabulary is powerful</li> </ul>		<ul style="list-style-type: none"> <li>Annotate a WAGOLL</li> <li>Analyse quotes from the text</li> <li>Vocabulary lists</li> <li>Glossaries</li> </ul>	



## ANALYSE AUTHOR CHOICE

Learning objective and key vocabulary	Activity Ideas	Key Resources



## SKILLS AND SPAG

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>Plan up to five lessons where grammar skills are taught through real writing purposes in context</li> <li>Select model texts and writing tasks that demonstrate the grammar focus (e.g. using fronted adverbials in a recount).</li> <li>Model how grammar choices affect meaning, tone, and clarity in context.</li> <li>Include sentence combining, shared writing, and editing to apply grammar and punctuation.</li> <li>Differentiate tasks to meet grammar, spelling, and transcription needs within writing.</li> </ul>	<ul style="list-style-type: none"> <li>Apply grammar and punctuation skills in full writing tasks (not just isolated sentences).</li> <li>Use the grammar focus (e.g. conjunctions, expanded noun phrases, commas) in their own writing.</li> <li>Reflect on how grammar changes meaning or improves their writing.</li> <li>Edit and improve grammar and punctuation with support tools (e.g. checklists, peer feedback, word banks).</li> <li>Take part in games, challenges, and dictation that practise grammar in sentences or short texts.</li> </ul>	<ul style="list-style-type: none"> <li>Writing tasks (e.g. letters, stories, reports) showing grammar focus used in context.</li> <li>Marked-up or annotated drafts with grammar/punctuation improvements.</li> <li>Short grammar activities linked to current writing (e.g. "Improve this sentence" tasks).</li> <li>Edits showing improvement of sentence structure, tense, or punctuation.</li> <li>Dictation or short paragraph tasks using grammar features taught that week.</li> </ul>	<ul style="list-style-type: none"> <li>Current grammar focus linked to the writing genre (e.g. dialogue punctuation for narrative).</li> <li>Annotated WAGOLLs highlighting grammar choices (e.g. adverbial phrases, commas, sentence types).</li> <li>Vocabulary and grammar toolkits or word banks (e.g. conjunctions for cause and effect).</li> <li>Modelled shared writing with grammar features added in real time.</li> <li>Grammar reminders written in pupil-friendly language with examples.</li> <li>Editable sentence starters or examples children can use in their own writing.</li> </ul>
<b>Skills</b>		<b>Activities</b>	
<ul style="list-style-type: none"> <li>Teach SPaG in context, e.g. capital letters, full stops, finger spaces, and simple conjunctions (like <i>and</i>, <i>but</i>)</li> <li>Focus on phonics-based spelling and transcription, using known graphemes and tricky words</li> <li>Reinforce spelling through dictation, guided writing, and independent application</li> </ul>		<ul style="list-style-type: none"> <li>Create and practise simple sentences using vocabulary and grammar from shared texts</li> <li>Innovate sentences or short paragraphs based on a familiar story (e.g. changing characters or settings)</li> <li>Practise writing sentences using focus sounds or tricky words from phonics lessons</li> </ul>	



- Support children to understand how grammar and punctuation help make writing clear and readable

- Use grammar games, sentence building, and oral rehearsal to build fluency
- Apply practised sentence structures in independent or final writing pieces (e.g. captions, story endings, invitations)

## SKILLS AND SPAG

Learning Objective	Activities	Resources



## ANALYSE AND FEATURE FIND

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>• Show a strong example of the type of writing (WAGOLL).</li> <li>• Help you spot what makes it work well (e.g. capital letters, full stops, paragraphs, time adverbials).</li> <li>• Create a success checklist with the class to help you remember key features.</li> <li>• Plan fun and active tasks to help you explore how good writing is put together.</li> </ul>	<ul style="list-style-type: none"> <li>• Look carefully at the example and talk about what you notice.</li> <li>• Work with a partner to find features in the writing (e.g. where it begins, how it ends, how it's organised).</li> <li>• Share ideas about what makes the writing clear, interesting, or powerful.</li> <li>• Use what you've found to help improve your own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Success checklists created with the class.</li> <li>• Writing with colour-coded or highlighted features (e.g. punctuation, openers, conjunctions).</li> <li>• Notes, drawings or labels that show understanding of structure or grammar use.</li> <li>• Sentences or reflections showing purpose, e.g. <i>"I used a fronted adverbial so that my writing flows better."</i></li> </ul>	<ul style="list-style-type: none"> <li>• BUSC</li> <li>• WAGOLLs with labelled features (e.g. adjectives, conjunctions, paragraph breaks).</li> <li>• Word banks or grammar feature lists with examples.</li> <li>• Shared or modelled writing with grammar and punctuation highlighted.</li> </ul>
Skills		Activities	
<ul style="list-style-type: none"> <li>• I know which features to include in my writing (e.g. capital letters, time words, story openers)</li> <li>• I can spot features in a piece of writing (like where it starts, where it ends, or what words are used)</li> <li>• I understand how writing is put together, like the order of instructions or the parts of a story</li> <li>• I can help make a checklist for good writing (success criteria)</li> </ul>		<ul style="list-style-type: none"> <li>• Annotate a WAGOLL by highlighting or underlining features like capital letters, openers, or adjectives</li> <li>• Create success criteria as a class using simple language and visual aids (e.g. "Start with a big letter")</li> <li>• Annotate a real-life text (e.g. a menu, letter, or sign) by spotting parts they recognise</li> <li>• Sort features (e.g. matching sentence types, punctuation marks, or story parts)</li> <li>• Order parts of a text like instructions or a recount (e.g. what happened first, next, last)</li> </ul>	



## ANALYSE AND FEATURE FIND

ANALYSE AND FEATURE FIND		
Learning objective	Activity Ideas	Key resources



PLAN			
Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>Model how to plan writing using an example (e.g. boxed-up plan, mind map, bullet points).</li> <li>Use drama, oral rehearsal, or questioning to help pupils generate their own ideas.</li> <li>Refer to success criteria and model how to include key features in an independent plan.</li> <li>Provide planning templates, sentence starters, vocabulary lists, and visual prompts to support individual planning.</li> <li>Support pupils through conferencing or guided group work as they plan.</li> </ul>	<ul style="list-style-type: none"> <li>Generate and organise ideas independently using a planning format (e.g. story mountain, report layout, paragraph planner).</li> <li>Use oral rehearsal to explore vocabulary, sentence structure, and sequencing.</li> <li>Refer to success criteria to make sure important features are included.</li> <li>Choose vocabulary, phrases, or grammar structures they plan to use.</li> <li>Use visual aids and resources to support their independent plan.</li> </ul>	<ul style="list-style-type: none"> <li>Individual writing plans showing structure (e.g. beginning, middle, end; introduction and conclusion).</li> <li>Annotated plans with vocabulary choices, sentence ideas, or language features noted.</li> <li>Vocabulary banks or boxed-up grids</li> </ul>	<ul style="list-style-type: none"> <li>Modelled examples of completed plans (teacher-created, not shared).</li> <li>Planning scaffolds (e.g. boxed-up structures, sentence stems) visible for reference.</li> <li>Key vocabulary and grammar prompts to support independent use.</li> <li>Success criteria linked to planning outcomes (e.g. "Your plan should include time adverbials and a clear ending").</li> </ul>
Skills		Activities	
<ul style="list-style-type: none"> <li>I know how to plan...</li> </ul>		<ul style="list-style-type: none"> <li>Oral rehearsal</li> <li>Story maps</li> <li>Boxing up</li> <li>Mind maps</li> <li>Planning grids</li> <li>Plan structure (who, what, where, when, why)</li> <li>Plan in SPAG</li> <li>Plan in genre feature</li> </ul>	



PLAN		
Learning objective	Activity Ideas	Key resources



WRITE			
Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>• Use shared, guided, and modelled writing to demonstrate writing techniques</li> <li>• Refer to WAGOLLs to highlight genre structure and language features</li> <li>• Integrate SPaG (Spelling, Punctuation and Grammar) into writing instruction</li> <li>• Provide clear success criteria and model how to use it</li> <li>• Offer feedback checkpoints and opportunities for editing and improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Write extended pieces across sessions (e.g. a story, letter, report)</li> <li>• Use success criteria and WAGOLLs to guide structure and content</li> <li>• Apply SPaG knowledge throughout writing</li> <li>• Assess their own and a partner's writing, making clear improvements</li> <li>• Use teacher and peer feedback to redraft and refine writing</li> </ul>	<ul style="list-style-type: none"> <li>• Extended written drafts showing planning, writing, and improvements</li> <li>• Use of editing tools (e.g. underlining changes, colour-coded improvements)</li> <li>• Self and peer assessment notes or checklists</li> <li>• Evidence of SPaG skills applied in longer writing</li> </ul>	<ul style="list-style-type: none"> <li>• BUSC</li> <li>• Annotated modelled writing examples with clear structure and language use</li> <li>• Visible success criteria linked to the genre</li> <li>• Key SPaG reminders and vocabulary for use in writing tasks</li> </ul>
Skills		Activities	
<ul style="list-style-type: none"> <li>• I know how to draft (genre)</li> </ul>		<ul style="list-style-type: none"> <li>• Shared or guided writing</li> <li>• Independent write</li> <li>• Cross-curricular opportunities</li> </ul>	



WRITE		
Learning objective	Activity	Key resources



## REVIEW REVISE EDIT

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>• Provide specific feedback linked to the success criteria (covering both content and SPaG)</li> <li>• Highlight next steps for improvement in structure, vocabulary, and accuracy</li> <li>• Offer additional writing time or tasks for redrafting and editing</li> <li>• Model how to edit and revise writing effectively (e.g. sentence rephrasing, punctuation fixes)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on teacher or peer feedback and identify what to improve</li> <li>• Revise content (e.g. add detail, improve clarity, re-order ideas)</li> <li>• Edit for SPaG (e.g. fix punctuation, correct spellings, improve grammar)</li> <li>• Work in pairs to peer review writing and give constructive suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Edited drafts showing visible improvements and corrections</li> <li>• Peer review notes or checklists</li> <li>• Highlighted or colour-coded changes</li> <li>• Redrafted sections or full rewritten versions</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of edited writing before and after</li> <li>• Step-by-step redraft process displayed (e.g. Read → Reflect → Improve)</li> <li>• Display editing symbols, reminders, or improvement prompts</li> </ul>
<b>Skills</b>		<b>Activities</b>	
<ul style="list-style-type: none"> <li>• I know how to edit and improve a text</li> <li>• I know how to redraft a text</li> </ul>		<ul style="list-style-type: none"> <li>• Edit and improve – independently, peer, with teacher or TA               <ul style="list-style-type: none"> <li>• Redraft own work</li> <li>• Redraft work of others</li> <li>• Refer back to audience and purpose</li> </ul> </li> </ul>	



## REVIEW REVISE EDIT

Learning objective

Activity

Key resources

Learning objective	Activity	Key resources



## PUBLISH/ PERFORM

PUBLISH/ PERFORM			
Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>1 session</li> <li>Provide inspiring publishing or performance opportunities, showcase student work, where possible provide a real audience</li> </ul>	<ul style="list-style-type: none"> <li>Publish work according to the so that intention, take pride in presentation, perform pieces for audience.</li> </ul>	<ul style="list-style-type: none"> <li>Final published work.</li> </ul>	<ul style="list-style-type: none"> <li>Published pieces on display, anthologies, shared performances.</li> </ul>
Skills		Activities	
<ul style="list-style-type: none"> <li>I know how to publish a text</li> <li>I know how to perform a genre of writing</li> <li>I know how to write a (genre)</li> </ul>		Publish pieces on learning wall/in anthology/on 'fancy' paper <ul style="list-style-type: none"> <li>Make books/diaries</li> <li>Make leaflets/letters</li> <li>Visit another class to read their work</li> <li>Share with HT</li> <li>Share with audience</li> </ul>	



## PUBLISH/ PERFORM

Learning objective	Activity	Key resources



**ASSESSMENT CHECKLIST \*\* All objectives in Autumn are covered\*\***

JB	To be completed with support from TRUST
ARE	
GD	

**Year 4 Autumn Term**

Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing

Orally compose and rehearse using a varied and rich vocabulary appropriate to purpose and form.

Write narratives for settings and characters

Write a range of sentences with more than one clause by using a wider range of conjunctions (*when, before, after, while, so, because, although*)

Use some tense choices that are appropriate and accurate

Use paragraphs to organise ideas around a theme (*e.g. making use of topic sentence in non-narrative*)

Demarcate sentences accurately throughout using capital letters and end punctuation (*secure from Y2 Full stop, question mark, exclamation mark.*)

Use commas to separate items in a list and sometimes for fronted adverbials

Use inverted commas to indicate direct speech, mostly accurately (secured from Y3)

Use apostrophes correctly (*contraction and singular possession*)

Spell most words from the Y3 word list and some words from the Y4 word list (school specific)



Evaluate the effectiveness of their own writing and suggest improvements (Reviewing and revising)

Proofread for spelling and punctuation and make changes as appropriate (editing)

use a legible handwriting style with consistent letter formation and mostly joined