



# Year 4 Writing Scope & Sequence

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Outcomes	Term	Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p>AC9E4LY06 - plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation</p> <p>AC9E4LA09 - understand past, present and future tenses and their impact on meaning in a sentence</p>	1	<p>In Term 1, students will focus on enhancing entertaining writing skills. By the end of the term, students will:</p> <ul style="list-style-type: none"> <li>- organise ideas and actions into paragraphs, corresponding to the stages of the text, to provide detailed information about settings, character motives, and actions for imaginative purposes.</li> <li>- develop understanding of conjunctions within sentences, and as connectives to link ideas across sentences, ensuring cohesion in text features for multiple purposes.</li> <li>- demonstrate sentence-level grammar skills by employing simple, compound, and complex sentences of varying lengths to enhance variation and cohesion, with a focus on a unit of work specifically on compound sentences.</li> <li>- experiment with the second-person narrative voice for effect in</li> </ul>	<p>Lesson - <a href="#">A-Z Of My Holidays</a></p> <p>Lesson - <a href="#">I write because</a></p> <p>Unit - <a href="#">Understanding the Acknowledgement of Country</a></p>	<p>Unit - <a href="#">Simple Sentence</a> Lesson 5,6,7</p>	<p>Lesson - <a href="#">Compound sentences</a></p>	<p>Unit - <a href="#">Connectives</a> Lesson 1</p>	<p>Unit - <a href="#">Narrative Writing with Luke's Way of Looking</a></p>	<p>Unit - <a href="#">Narrative Writing with Luke's Way of Looking</a></p>	<p>Unit - <a href="#">Super Sentence Structures</a></p> <p>Unit - <a href="#">Giving and Receiving Feedback</a> (Choose 1 lesson)</p>	<p>Unit - <a href="#">Super Sentence Structures</a> Lesson 4-6</p>	<p>Lesson - <a href="#">ON A WHITE BUS</a> <a href="#">Complex Sentences</a></p> <p>Unit - <a href="#">Strong Verbs with A Home for Luna</a></p>	<p>Unit - <a href="#">Point of View</a></p>
<p>AC9E4LY06 - plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation</p> <p>AC9E4LA02 - identify the subjective language of opinion and feeling, and the objective language of factual reporting</p> <p>AC9E4LA06 - understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality</p> <p>AC9E4LA04 - identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas</p>	2	<p>In Term 2, students will focus on enhancing persuasive writing skills. By the end of the term, students will:</p> <ul style="list-style-type: none"> <li>- create persuasive texts using rhetorical devices for effective argumentation, focusing on paragraph organisation and punctuation.</li> <li>- demonstrate proficiency in using quoted and reported text in personal writing for persuasive impact.</li> <li>- enhance word-level language with topic-specific vocabulary and modality experimentation in persuasive writing.</li> <li>- incorporate personal pronouns purposefully to establish a connection with the audience at word level.</li> </ul>	<p>Lesson - <a href="#">Blue Flower Compliments lesson</a></p>	<p>Unit - <a href="#">Property Persuasion</a></p>	<p>Unit - <a href="#">Property Persuasion</a></p>	<p>Unit - <a href="#">Persuasive Letter Writing</a></p>	<p>Unit - <a href="#">Persuasive Letter Writing</a></p>	<p>Lesson - <a href="#">PESTO Paragraphs</a></p> <p>Lesson - <a href="#">Sentence Generation - Matching Verbs</a></p> <p>Lesson - <a href="#">Giving and Receiving Feedback</a> Choose 1 lesson</p>	<p>Lesson - <a href="#">If, If, If, Then Sentences</a></p> <p>Lesson - <a href="#">The more the more sentences</a></p> <p>Unit - <a href="#">Connectives</a> Lesson 2</p>	<p>Lesson - <a href="#">Noun, Which, Where, Who Sentences</a></p> <p>Unit - <a href="#">Connectives</a> Lesson 3, 4</p> <p>Unit - <a href="#">Giving and Receiving Feedback</a> Choose 1 lesson</p>	<p>Lesson - <a href="#">Last Word, First Word Sentences</a> <a href="#">Complex Sentences</a></p> <p>Unit - <a href="#">Giving and Receiving Feedback</a> Choose 1 lesson</p>	<p>Lesson - <a href="#">I SAW A WABUB</a> <a href="#">Complex Sentences</a></p> <p>Lesson - <a href="#">Sentence Generation - Matching Nouns</a></p> <p>Unit - <a href="#">Giving and Receiving Feedback</a> Choose 1 lesson</p>
<p>AC9E4LY06 - plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation</p> <p>AC9E4LA05 - identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout</p> <p>AC9E4LA08 - understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity</p> <p>AC9E4LA02 - identify the subjective language of opinion and feeling, and the objective language of factual reporting</p>	3	<p>In Term 3, students will focus on enhancing informative writing skills. By the end of the term, students will:</p> <ul style="list-style-type: none"> <li>- generate factual and historical accounts with structured introductions, event descriptions, and conclusions for informative purposes.</li> <li>- create informative texts that feature headings, topic sentences, and concluding paragraphs for informative purposes.</li> <li>- develop explanation texts that clarify how or why something happens through a series of steps, including an opening statement and a conclusion. Additionally, engage in planning by researching, summarising, and listing topic-related ideas.</li> <li>- incorporate cause-and-effect statements into writing.</li> </ul>	<p>Lesson - <a href="#">What I DIDN'T Do On The Holidays</a></p> <p>Lesson - <a href="#">Sentence Generation - Matching Nouns and Verbs</a></p>	<p>Coming Soon</p>	<p>Coming Soon</p>	<p>Coming Soon</p>	<p>Lesson - <a href="#">Noun, Which, Where, Who Sentences</a></p> <p>Lesson - <a href="#">Sentence Generation - Matching Verbs</a></p> <p>Unit - <a href="#">Giving and Receiving Feedback</a> (Choose 1 lesson)</p>	<p>Lesson - <a href="#">De De Sentences</a></p> <p>Unit - <a href="#">Connectives</a> Lesson 4-5</p>	<p>Lesson - <a href="#">ON A WHITE BUS</a> <a href="#">Complex Sentences</a></p> <p>Unit - <a href="#">Three Tiers of Vocabulary</a></p>	<p>Unit - <a href="#">Explanation Texts</a></p>	<p>Unit - <a href="#">Explanation Texts</a></p> <p>Lesson - <a href="#">Sentence Generation - Matching Verbs and Adverbs</a></p>	<p>Revision/ Assessment</p>
<p>AC9E4LY06 - plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation</p> <p>AC9E4LA07 - investigate how quoted (direct) and reported (indirect) speech are used</p> <p>AC9E4LA12 - understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation</p> <p>AC9E4LE04 - examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning</p>	4	<p>In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will:</p> <ul style="list-style-type: none"> <li>- experiment with innovative punctuation and word choices in poetry for imaginative expression.</li> <li>- explore poetic devices, utilising strategic word choices, order, and repetition to engage the reader and create atmosphere.</li> <li>- skillfully proofread, revise, and edit written texts to enhance language, correct spelling, and ensure cohesion for reader engagement.</li> <li>- employ definite articles for specificity and indefinite articles for generality, promoting cohesion in text features for various purposes.</li> </ul>	<p>Unit - <a href="#">Poetic devices</a></p>	<p>Unit - <a href="#">Poetic devices</a></p>	<p>Coming Soon</p>	<p>Coming Soon</p>	<p>Coming Soon</p>	<p>Coming Soon</p>	<p>Coming Soon</p>	<p>Coming Soon</p>	<p>Coming Soon</p>	<p>Revision/ Assessment</p>