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# INTRODUCTION

## About the series

**Active Writers** is a new and exciting literacy series, which aims to provide children with the tools to become more competent and confident writers.

This is done by using a structured approach, thus inviting learners to:

- Review what they know about a text genre
- Learn about the writing devices used
- Practise the language skills needed
- Apply their learning in a writing task.

**Active Writers** expects greater independence of thought. It includes resources to ensure children can assess their own progress in collaboration with their teacher and therefore:

- Self-Assessment is required
- Teacher-pupil discussion is prompted
- Teacher assessment is catered for
- A signed record is produced.

There are 5 books with CDs in the **Active Writers** series:

- Year 2 (Ages 6-7)
- Year 3 (Ages 7-8)
- Year 4 (Ages 8-9)
- Year 5 (Ages 9-10)
- Year 6 (Ages 10-11)

Each book is divided into three broad text categories:

- Narrative
- Non-fiction
- Poetry.

There are 12 fully-planned lessons, each accompanied by an exemplar text in a different genre. Many of these texts are original extracts from well known authors, with 6 lesson plans for Narrative, 4 for Non-fiction and 2 for Poetry. The lesson explores the writing style and key features of the

exemplar text and provides class, partner and independent work support.

The language skills needed for the text type are identified, explained and practised in the activities on the two 'Practice in Writing Skills' sheets. Differentiation is also catered for.

Children are then ready for the writing task.

Guide notes are provided together with differentiated help and a writing framework supplied for less confident writers.

At the end of the task, children will assess their finished piece. The self-assessment sheet itemises the features the children should have included. The clear tick-box format helps the children to identify what they might have overlooked and will ask to include written comments about what they might do to improve their next writing in this genre.

The same sheet leaves space for the teacher's comments and also asks both children and teacher to 'sign' confirmation that they have discussed the writing features.

## About this book

This book is for **Year 4** children.

### Lesson plan

Use the lesson as early work. Begin by asking the children to define the genre. Return to the definition in later weeks. Ask the children if they need to amend their definition.

### Exemplar text

An exemplar text is supplied with each lesson plan. Texts will cover a variety of genres to give children experience of a wide range of texts.

### Writing skills practice

Use the practice pages for emphasis on the writing skills identified in the exemplar text. Most of the class should complete Sections A and B; less able children will do Section A only; the most able will progress to the end of the page. In general class reading, point out examples of the writing devices.

### Writing task

This is the culmination of the lesson: children applying what they have learned in their writing feature. Encourage the children to use the guide to plan and do initial drafts, before their final editing results in a polished version.

### Self-assessment sheet

Encourage the children to think carefully about their answers and comments. Make sure your discussion with the children

over their writing is meaningful, offering positive advice about where they can improve and asking them to view the signatures as important evidence of their work. Keep the sheet as filed evidence of the learner's progress.

- The exemplar texts
- Answers and additional resources.

## Using the CD

Each book includes a CD for easy use on the Interactive Whiteboard. The CD contains:

- A differentiated writing frame for a lower level of ability

## Sample lesson plan

<b>Title of the text</b>	
<b>Genre and definition</b>	
<b>Lesson objective</b> This indicates the focus of the lesson and is a reminder of the need to view the text as a writer.	
<b>Warm up activity</b>  This part should be done first, with the purpose of orientating the children with the exemplar text, its genre and some key writing characteristics.	<b>Features</b>  This is a reference tool. It guides the teacher, provides answers, and can be displayed as a reference for the children during 'Independent writing'.
<b>Writing investigation</b> <b>Ask the children:</b> This part is addressed to the children. It frequently encourages partner discussion and written recording as the children examine the text's style and writing techniques.	<b>Independent writing</b> <b>Ask the children:</b> This is the main part of the lesson. It involves further examination of the exemplar text – for example, how the writer has sketched characters – and asks for similar writing from the children.
<b>Differentiation</b> This part provides extension and support work for children with those needs. It links to tasks in 'Independent writing'.	
<b>Plenary</b> This offers opportunities for self and peer assessment of the independent writing and reinforces understanding of the writing features.	

# The Loft Dwellers

## Narrative: Stories set in imaginary worlds

**Definition:** "A story that is set in a fantasy world."

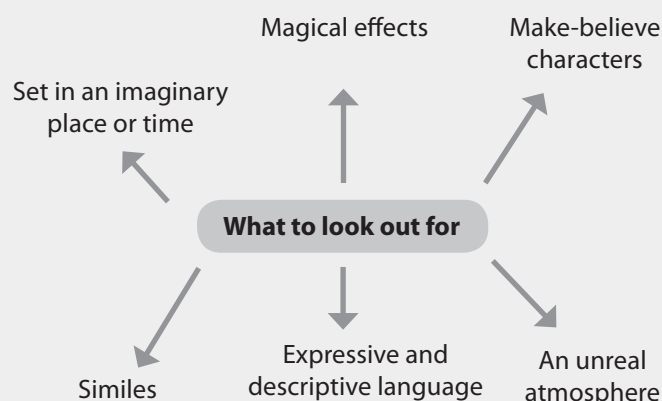
### Lesson objective

To explain how writers use figurative and expressive language to create mental images and atmosphere.

### Warm up activity

- Display and read aloud the exemplar text as far as '... a voice on his right. Underline the early sentence *This ... loft*. Ask: *What atmosphere is immediately established?* (Unreal.)
- Ask: *What type of narrative does this extract seem to be?* Let partners exchange answers before you accept answers from the class. Conclude that it is a story set in an imaginary world.
- Finish reading the text aloud.

### Features



### Writing investigation

**Ask the children:**

- Reread the text. Discuss the characters with your partner. Identify three ways in which they seem imaginary. What magical effect is described in the story? (Food comes when pointed to.)
- Read aloud the paragraph about the food while your partner draws what they 'see'. Exchange roles and afterwards compare pictures.
- Investigate the expressive adjectives, phrases or imagery responsible for giving more details of your pictures. (*splendid, bulky, rainbow-coloured*.) Identify two unusual comparisons. (*Jellies like volcanoes; marshmallows like pillows*.) What are these unusual comparisons called? (Similes.)

### Independent writing

**Ask the children:**

- Imagine the next part of the story. What did Josh see as he looked around? How was it strange and unreal? Share ideas with a partner and write the objects you will describe.
- Write some expressive adjectives or phrases to use, and an interesting comparison in a simile.
- Write the next two paragraphs of the story. Keep the mood of fantasy and make the paragraphs connect well.

### Differentiation

- More confident writers may write at greater length with details of a character or happening.
- Less confident writers work with a partner and write one paragraph.

### Plenary

Form small reading groups, the children reading their story extensions to one another. Encourage constructive feedback about the worlds imagined.

# Practice in Writing Skills 2

## Similes

A simile is a sentence that makes an imaginative comparison. It usually uses the word 'like' or 'as'.

### Section A

Choose six interesting comparisons from Section A, Practice in Writing Skills 1. Make them into similes by writing them in sentences. The first one is done for you.

Josh's dirty footprint was like a black *ink stain*.

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### Section B

Complete these similes with ideas of your own.

The loud wind was like \_\_\_\_\_

The rain was like \_\_\_\_\_

Josh's mouth felt as dry as \_\_\_\_\_

The moon \_\_\_\_\_

His teeth \_\_\_\_\_

The sweet tea tasted like \_\_\_\_\_

The spacecraft was as big as \_\_\_\_\_

Make up five sentences in which you use similes about classroom objects.

# Independent writing task

Stories set in  
imaginary worlds

Write a chapter about Josh's discovery of a  
different imaginary world.  
Use this guide to plan.

<b>1. The part of Josh's house that leads to my imaginary world</b>	
<b>2. What the world looked like</b> There may be something odd about what Josh first sees.	<b>3. Who Josh found there</b> Perhaps use a made-up word for the characters.
<b>4. The appearance of the inhabitants of my world</b> Make the characters strange. Supply interesting details.	<b>5. What Josh saw in the place</b> Describe objects with something strange about them.
<b>6. How I build up the atmosphere</b> Add expressive adjectives and phrases. Include a simile.	<b>7. My extra piece of fantasy magic</b> Have some magical effects.
<b>8. The final sentence</b> End in a strange way, so that the reader wonders what will happen.	<b>9. The title of my chapter</b>