



## Year 4 Writing Long Term Plan

Term	Length	Stimulus	Genre	Skills	GD
Autumn 1 8 Weeks	3 weeks	<b>Fungus and the bogeyman</b>	<b>Narrative</b> <ul style="list-style-type: none"> <li>To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.</li> <li>Add character descriptions designed to provoke sympathy or dislike in the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and write their own version of a familiar story with a focus on varied and rich vocabulary.</li> <li>Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</li> <li>Organise into paragraphs around a theme and for different sections of a story.</li> <li>Include descriptive and expanded noun phrases to evoke setting and make it more vivid.</li> <li>Use of varied and rich vocabulary drawn from reading.</li> <li>Begin to use fronted adverbials.</li> <li>Use inverted commas accurately to punctuate direct speech.</li> <li>Begin to use sentences with more than one clause.</li> <li>Spell some words from Year 3/4 correctly and spell words in contracted form correctly.</li> <li>Consistently use joined writing</li> </ul>	<ul style="list-style-type: none"> <li>Use character descriptions designed to provoke sympathy or dislike in the reader.</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>Use sentence type and length to create tension and impact on the reader.</li> <li>Adapt or maintain writing in the 1st and 3rd person.</li> <li>Select form of writing and make vocabulary and grammar choice based on audience.</li> </ul>
	2 weeks	<b>Anglo-Saxon Experience / Bede's World</b>	<b>Recount</b> <ul style="list-style-type: none"> <li>Write a recount in the 1st person with a clear audience and form eg. a day in the life of a roman soldier for children.</li> <li>Make a change to the person it is written in, the audience or form and chose what text and language features to use.</li> </ul>	<ul style="list-style-type: none"> <li>Write a recount in the 1st person with a clear audience and form.</li> <li>Include descriptive and expanded noun phrases to evoke setting and make it more vivid.</li> <li>Use of varied and rich vocabulary drawn from reading.</li> <li>Begin to use fronted adverbials.</li> <li>Use inverted commas accurately to punctuate direct speech.</li> <li>Begin to use sentences with more than one clause.</li> <li>Spell some words from Year 3/4 correctly and spell words in contracted form correctly.</li> <li>Consistently use joined writing</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>Use sentence type and length to create tension and impact on the reader.</li> <li>Adapt or maintain writing in the 1st and 3rd person.</li> <li>Select form of writing and make vocabulary and grammar choice based on audience.</li> </ul>



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	1 week	<b>Literacy Shed – Spy Fox</b>	<b>Newspaper Article</b> <ul style="list-style-type: none"> <li>• Write a newspaper article with a clear audience and form eg. Reporting an incident from the video.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a newspaper article with a clear audience and form.</li> <li>• Include descriptive and expanded noun phrases to evoke setting and make it more vivid.</li> <li>• Use of varied and rich vocabulary drawn from reading.</li> <li>• Begin to use fronted adverbials.</li> <li>• Use inverted commas accurately to punctuate direct speech.</li> <li>• Begin to use sentences with more than one clause.</li> <li>• Spell some words from Year 3/4 correctly and spell words in contracted form correctly.</li> <li>• Consistently use joined writing</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>• Use sentence type and length to create tension and impact on the reader.</li> <li>• Select form of writing and make vocabulary and grammar choice based on audience.</li> </ul>
Autumn 2 7 Weeks	3 weeks	<b>How To Train Your Dragon</b>	<b>Narrative</b> <ul style="list-style-type: none"> <li>• Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</li> <li>• Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and write their own version of a familiar story with a focus on varied and rich vocabulary.</li> <li>• Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</li> <li>• Organise into paragraphs around a theme and for different sections of a story.</li> <li>• Include descriptive and expanded noun phrases to evoke setting and make it more vivid.</li> <li>• Use of varied and rich vocabulary drawn from reading.</li> <li>• Begin to use fronted adverbials.</li> <li>• Use inverted commas accurately to punctuate direct speech.</li> <li>• Begin to use sentences with more than one clause.</li> <li>• Spell some words from Year 3/4 correctly and spell words in contracted form correctly.</li> <li>• Consistently use joined writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use character descriptions designed to provoke sympathy or dislike in the reader.</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>• Use sentence type and length to create tension and impact on the reader.</li> <li>• Adapt or maintain writing in the 1st and 3rd person.</li> <li>• Select form of writing and make vocabulary and grammar choice based on audience.</li> </ul>



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	<b>2 weeks</b>	<b>Adopt Your Dragon</b>	<p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>• Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices</li> <li>• Change the advert into a different form eg. poster to TV advert changing organisational devises, use of vocabulary and linguistic devices</li> </ul>	<ul style="list-style-type: none"> <li>• In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words</li> <li>• Use of varied and rich vocabulary drawn from reading.</li> <li>• Begin to use fronted adverbials.</li> <li>• Begin to use sentences with more than one clause.</li> <li>• Spell some words from Year 3/4 correctly and spell words in contracted form correctly.</li> <li>• Consistently use joined writing</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>• Use sentence type and length to create tension and impact on the reader.</li> <li>• Adapt or maintain writing in the 1st and 3rd person.</li> <li>• Select form of writing and make vocabulary and grammar choice based on audience.</li> </ul>
	<b>1 week</b>	<b>Custard The Dragon</b>	<p><b>Assessment Week Poetry</b></p>	<ul style="list-style-type: none"> <li>• Transform the poem by altering the vocabulary choices to change the effect.</li> </ul>	



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	<b>1 week</b>	<b>Literacy Shed – Girl and the Robot</b>	<p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>Write a set of instructions about building your own robot.</li> </ul>	<ul style="list-style-type: none"> <li>Write a set of instructions adopting the use of language and grammar for the form and audience.</li> <li>Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose.</li> <li>Use present, past, progressive and perfect tense verb forms mostly accurately.</li> <li>Use pronouns and nouns to aid cohesion and avoid repetition.</li> <li>Confidently use fronted adverbials using a comma after the fronted adverbial.</li> <li>Begin to use relative clauses.</li> <li>Develop the use of sentences with more than one clause</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for the purpose and audience, selecting language that shows good awareness of the reader.</li> <li>Independently choose to use a range of organisational and cohesive devices to help structure texts.</li> <li>Use a range of conjunctions to support cohesion within writing.</li> <li>Adapt style of writing based on a change to audience and form.</li> <li>Select own success criteria.</li> <li>Explore and manage the shifts between past and present tense appropriately within information texts.</li> <li>Use a range of descriptive techniques to manage changes in mood and atmosphere.</li> </ul>
<b>Spring 16 weeks</b>	<b>1 week Culture Week</b>	<b>Iceland – Lord of the Rings</b>	<b>Culture Week</b>	Character Descriptions	

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	<b>2 weeks</b>	<b>Roald Dahl – The Witches</b>	<b>Narrative</b> <ul style="list-style-type: none"> <li>• Plan a complete story focussed on organisational devices eg. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</li> <li>• Experiment with using different organisational devices with some attempt to link paragraphs together</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a complete story focussed on organisational devices.</li> <li>• Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</li> <li>• Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose.</li> <li>• Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately.</li> <li>• Use present, past, progressive and perfect tense verb forms mostly accurately.</li> <li>• Use pronouns and nouns to aid cohesion and avoid repetition.</li> <li>• Confidently use fronted adverbials using a comma after the fronted adverbial.</li> <li>• Begin to use relative clauses.</li> <li>• Develop the use of sentences with more than one clause</li> </ul>	<ul style="list-style-type: none"> <li>• Write effectively for the purpose and audience, selecting language that shows good awareness of the reader.</li> <li>• Independently choose to use a range of organisational and cohesive devices to help structure texts.</li> <li>• Use a range of conjunctions to support cohesion within writing.</li> <li>• Adapt style of writing based on a change to audience and form.</li> <li>• Select own success criteria.</li> <li>• Explore and manage the shifts between past and present tense appropriately within information texts.</li> <li>• Use a range of descriptive techniques to manage changes in mood and atmosphere.</li> </ul>
	<b>1 week</b>	<b>Macbeth – Witches Poem</b>	<b>Poetry</b>	<ul style="list-style-type: none"> <li>• Write their own spell using onomatopoeia strategies.</li> </ul>	



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	<b>2 weeks</b>	<b>How do we hear things?</b>	<b>Explanation</b> <ul style="list-style-type: none"><li>• Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.</li><li>• Write same explanation in an informal style noting change of audience and form to suit this text.</li></ul>	<ul style="list-style-type: none"><li>• Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.</li><li>• Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose.</li><li>• Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately.</li><li>• Use present, past, progressive and perfect tense verb forms mostly accurately.</li><li>• Use pronouns and nouns to aid cohesion and avoid repetition.</li><li>• Confidently use fronted adverbials using a comma after the fronted adverbial.</li><li>• Begin to use relative clauses.</li><li>• Develop the use of sentences with more than one clause</li></ul>	<ul style="list-style-type: none"><li>• Write effectively for the purpose and audience, selecting language that shows good awareness of the reader.</li><li>• Independently choose to use a range of organisational and cohesive devices to help structure texts.</li><li>• Use a range of conjunctions to support cohesion within writing.</li><li>• Adapt style of writing based on a change to audience and form.</li><li>• Select own success criteria.</li><li>• Explore and manage the shifts between past and present tense appropriately within information texts.</li><li>• Use a range of descriptive techniques to manage changes in mood and atmosphere.</li></ul>
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Spring 2 6 weeks	2 weeks	<b>Myths and Legends</b>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</li> <li>Transform the narrative through a change in atmosphere, varying the vocabulary to support it.</li> </ul>	<ul style="list-style-type: none"> <li>Plan a complete story focussed on organisational devices.</li> <li>Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</li> <li>Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose.</li> <li>Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately.</li> <li>Use present, past, progressive and perfect tense verb forms mostly accurately.</li> <li>Use pronouns and nouns to aid cohesion and avoid repetition.</li> <li>Confidently use fronted adverbials using a comma after the fronted adverbial.</li> <li>Begin to use relative clauses.</li> <li>Develop the use of sentences with more than one clause</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for the purpose and audience, selecting language that shows good awareness of the reader.</li> <li>Independently choose to use a range of organisational and cohesive devices to help structure texts.</li> <li>Use a range of conjunctions to support cohesion within writing.</li> <li>Adapt style of writing based on a change to audience and form.</li> <li>Select own success criteria.</li> <li>Explore and manage the shifts between past and present tense appropriately within information texts.</li> <li>Use a range of descriptive techniques to manage changes in mood and atmosphere.</li> </ul>
	2 weeks	<b>Ancient Greeks</b>	<p><b>Non- chronological report</b></p> <ul style="list-style-type: none"> <li>Write a report with a clear audience and specific form.</li> <li>Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience</li> </ul>	<ul style="list-style-type: none"> <li>Write a report with a clear audience and specific form.</li> <li>Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose.</li> <li>Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately.</li> <li>Use present, past, progressive and perfect tense verb forms mostly accurately.</li> <li>Use pronouns and nouns to aid cohesion and avoid repetition.</li> <li>Confidently use fronted adverbials using a comma after the fronted adverbial.</li> <li>Begin to use relative clauses.</li> <li>Develop the use of sentences with more than one clause</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for the purpose and audience, selecting language that shows good awareness of the reader.</li> <li>Independently choose to use a range of organisational and cohesive devices to help structure texts.</li> <li>Use a range of conjunctions to support cohesion within writing.</li> <li>Adapt style of writing based on a change to audience and form.</li> <li>Select own success criteria.</li> <li>Explore and manage the shifts between past and present tense appropriately within information texts.</li> <li>Use a range of descriptive techniques to manage changes in mood and atmosphere.</li> </ul>

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1 week	<b>The Olympians</b>	<b>Assessment Week Poetry</b>	<ul style="list-style-type: none"> <li>• Create a verse for a god using a rhyming couplet.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
1 week	<b>Literacy Shed – Tabula Rasa</b>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Write in role as a character from a story.</li> </ul>	<ul style="list-style-type: none"> <li>• In narratives, write in role and describe settings and characters using “show not tell” techniques.</li> <li>• Use a range of devices to structure the writing and support the reader based on the form and purpose.</li> <li>• Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas).</li> <li>• Use fronted adverbials including the correct use of a comma.</li> <li>• Develop the use of sentences with more than one clause by using a wider range of conjunctions.</li> <li>• Effectively use conjunctions, adverbs and prepositions to express time, cause and place.</li> <li>• Spell correctly most words from the year 3/4 spelling list.</li> <li>• Use joined-up writing throughout all independent writing.</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form.</li> <li>• Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</li> <li>• Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation.</li> <li>• Consistently use a range of conjunctions to support cohesion.</li> <li>• Use a range of precise vocabulary.</li> <li>• Consistently produce legible joined handwriting.</li> <li>• Evaluate and re-draft own writing, proposing changes to grammar and vocabulary.</li> </ul>



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<b>Summer 15 weeks</b>	<b>2 weeks</b>	<p><b>Why the whales came – Michael Morpurgo</b></p>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Write in role as a character from a story.</li> <li>• Change the narrative voice or write from two perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• In narratives, write in role and describe settings and characters using “show not tell” techniques.</li> <li>• Use a range of devices to structure the writing and support the reader based on the form and purpose.</li> <li>• Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas).</li> <li>• Use fronted adverbials including the correct use of a comma.</li> <li>• Develop the use of sentences with more than one clause by using a wider range of conjunctions.</li> <li>• Effectively use conjunctions, adverbs and prepositions to express time, cause and place.</li> <li>• Spell correctly most words from the year 3/4 spelling list.</li> <li>• Use joined-up writing throughout all independent writing.</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form.</li> <li>• Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</li> <li>• Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation.</li> <li>• Consistently use a range of conjunctions to support cohesion.</li> <li>• Use a range of precise vocabulary.</li> <li>• Consistently produce legible joined handwriting.</li> <li>• Evaluate and re-draft own writing, proposing changes to grammar and vocabulary.</li> </ul>
	<b>3 week</b>	<p><b>Why the whales came – Michael Morpurgo</b></p>	<p><b>Recount</b></p>	<ul style="list-style-type: none"> <li>• Write a recount in the form of a newspaper report.</li> <li>• Write a comparative report based on their own notes taken from several sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form.</li> <li>• Consistently use a range of conjunctions to support cohesion.</li> </ul>



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Summer 2 7 weeks	3 weeks	<b>Voices in the Park – Anthony Browne</b>	<b>Narrative</b> <ul style="list-style-type: none"><li>• Plan and write a story with a strong central character using “show not tell” techniques to provide information to the reader about that character.</li><li>• Develop additional characters and add detail to settings using adjectives and figurative language to evoke t</li></ul>	<ul style="list-style-type: none"><li>• In narratives, write in role and describe settings and characters using “show not tell” techniques.</li><li>• Use a range of devices to structure the writing and support the reader based on the form and purpose.</li><li>• Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas).</li><li>• Use fronted adverbials including the correct use of a comma.</li><li>• Develop the use of sentences with more than one clause by using a wider range of conjunctions.</li><li>• Effectively use conjunctions, adverbs and prepositions to express time, cause and place.</li><li>• Spell correctly most words from the year 3/4 spelling list.</li><li>• Use joined-up writing throughout all independent writing.</li><li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li></ul>	<ul style="list-style-type: none"><li>• Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form.</li><li>• Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</li><li>• Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation.</li><li>• Consistently use a range of conjunctions to support cohesion.</li><li>• Use a range of precise vocabulary.</li><li>• Consistently produce legible joined handwriting.</li><li>• Evaluate and re-draft own writing, proposing changes to grammar and vocabulary.</li></ul>
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## Year 4 Writing Long Term Plan

<b>2 weeks</b>	<p><b>Voices in the Park – Anthony Browne</b></p> <p>Comparison of the lives of gorillas in the wild and in captivity.</p>	<p><b>Non-chronological report</b></p> <ul style="list-style-type: none"> <li>Write a comparative report based on their own notes taken from several sources.</li> <li>Turn the report into a clear form with a different audience eg. fact file, webpage, entry into non-fiction book.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of devices to structure the writing and support the reader based on the form and purpose.</li> <li>Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas).</li> <li>Use fronted adverbials including the correct use of a comma.</li> <li>Develop the use of sentences with more than one clause by using a wider range of conjunctions.</li> <li>Effectively use conjunctions, adverbs and prepositions to express time, cause and place.</li> <li>Spell correctly most words from the year 3/4 spelling list.</li> <li>Use joined-up writing throughout all independent writing.</li> <li>Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form.</li> <li>Consistently use a range of conjunctions to support cohesion.</li> <li>Use a range of precise vocabulary.</li> <li>Consistently produce legible joined handwriting.</li> <li>Evaluate and re-draft own writing, proposing changes to grammar and vocabulary.</li> </ul>
<b>1 week</b>	<p><b>How Doth The Little Crocodile</b></p>	<p><b>Assessment Week Poetry</b></p>	<ul style="list-style-type: none"> <li>Write a parody poem.</li> </ul>	
<b>1 week</b>	<p><b>Aspirations – Careers Benchmark</b></p>		<ul style="list-style-type: none"> <li>Create a “future me” profile.</li> </ul>	