



YEAR 4 *Writing* Medium Term Plan



	Theme	Genre	Learning Objectives	Grammar Coverage
Aut 1	Law and Order	Poetry- <i>Repetition poem</i>	<ul style="list-style-type: none"> • Generate ideas inspired by the poem 'I'd be a king'. • Identify features of poetry • Use a dictionary to find definitions • Draft a repetition poem using similes and alliteration • Neatly present a piece of writing. • To use apostrophes to mark possession. • To use apostrophes to contract words • To use inverted commas correctly • To select adjectives to modify nouns • To find synonyms for verbs • To select appropriate adverbs when using verbs • To write descriptive sentences using expanded noun phrases, interesting verbs and adverbs 	<ul style="list-style-type: none"> → Nouns, Adjectives, Verbs, Adverbs → Similes → Subjects → Alliteration → Phrases → Apostrophes to mark singular and plural possession. → Possessive pronouns → Inverted commas for direct speech → Expanded noun phrases → Verb forms, → Synonyms → Adverbs → Commas
		Descriptive Setting- <i>Haunted Mansion</i>	<ul style="list-style-type: none"> • To use coordinating conjunctions to extend sentences • To use subordinating conjunctions to extend sentences • To use article correctly • To create an informative poster of English grammar terms. • To use prepositions to express time and place • To use adverbials, adverbial phrases and fronted adverbials. • To use main and subordinate clauses • To understand when to use question and exclamation marks. • To describe a scene using the 5 senses <p>Blue write:</p> <ul style="list-style-type: none"> • To write a descriptive setting using adverbial phrases. • To write a descriptive setting using descriptive language. • To edit and improve a piece of writing • To neatly present a piece of writing. • To evaluate a piece of writing. 	<ul style="list-style-type: none"> → Coordinating conjunctions → Subordinating conjunctions → Subordinate clauses → Verbs → Articles → Nouns, Adjectives, Adverbs, Conjunctions → Pronouns → Articles → Prepositions → Prepositional phrases → Adverbial phrases → Fronted adverbials → Clauses → Question marks → Exclamation marks → 1st person → Past tense → Expanded noun phrases → Ellipses → Y4 non negotiables



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Aut 2	Come fly with me-Africa	<p>News paper report- <i>Escaped animal from Woburn Safari</i></p>	<ul style="list-style-type: none"> • To identify the features of a newspaper report. • To understand what makes a good newspaper report. • To be able to sequence events and use drama to reenact a scene. • To plan a newspaper report • To use inverted commas when punctuating direct speech. • To find synonyms for said <p>Blue write:</p> <ul style="list-style-type: none"> • To begin to write a newspaper report in the past tense. • To use powerful verbs and adverbs when writing the main body of a newspaper report. • To use powerful phrases when writing a newspaper report. • To write the reorientation of a newspaper report. • To edit and improve a piece of writing. • To neatly present a piece of writing. 	<ul style="list-style-type: none"> → Paragraphing → Direct and indirect speech → Reported speech → Third person → Inverted commas → Question marks → Active voice → Adjectives → Expanded noun phrases → Conjunctions → Synonyms → Fronted adverbials → Adverbial phrases, → Paragraphs → Past tense → Nouns, Adverbs, verbs → prepositional phrases → Commas. → Y4 non negotiables
		<p>Adventure story -African adventure</p>	<ul style="list-style-type: none"> • To understand the structure of a story and be able to sequence the events of a known narrative. • To orally retell a story using adverbs of time. • To plan a narrative creating setting, character and plot. • To describe a setting using a range of interesting vocabulary. • To create a character profile using expanded noun phrases. <p>Blue write</p> <ul style="list-style-type: none"> • To write the beginning of a story using expanded noun phrases. • To write the build up and problem to a story using inverted commas correctly • To write the resolution and ending to a story using a range of conjunctions. • To edit and improve a piece of writing using the Y4 non negotiables • To neatly present a piece of writing. 	<ul style="list-style-type: none"> → Paragraphs → Third person → Adverbial phrases → Fronted adverbials → Expanded noun phrases → Adverbials → Expanded noun phrases → Prepositional phrases → Similes. → Past tense → Alternative pronouns → Personification → Inverted commas → Expanded noun phrases → Conjunctions → Y4 non negotiables



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<p>Spr 1</p>	<p>Lightning Speed</p>	<p>Recount- <i>The Lost Thing</i> -Shaun Tan</p>	<ul style="list-style-type: none"> • To write a character description using inference skills. • To use similes and metaphors to describe a character. • To use drama to portray the feelings and emotions of a character. • To plan and write a poster for the <i>Lost Thing</i>. • To punctuate direct speech with inverted commas. • To plan a recount <p>Blue write:</p> <ul style="list-style-type: none"> • To write a recount using varied sentence lengths. • To edit and improve a piece of writing using a checklist for support. • To neatly present a piece of writing. 	<ul style="list-style-type: none"> → Expanded noun phrases → Prepositional phrases → Similes → Metaphors → Emotive language → Question marks → Exclamation marks → Colon. → Direct speech → Inverted commas → Adverbs, → Fronted adverbials → Synonyms for said. → First person → Paragraphs → Main, subordinate clauses → Conjunctions → Adverbs of time → Personal pronouns. → As above plus Y4 non negotiables.
		<p>Persuasive text- Letter related to <i>The Lost Thing</i></p>	<ul style="list-style-type: none"> • To use inverted commas with added detail for cohesion. • To learn to use comparative conjunctions in my writing • To act out a conversation between two characters. • To be able to state a point of view from another character's perspective, • To be able to use persuasive phrases to support my writing. • To write a persuasive letter • To be able to make comparisons between a book and a film. 	<ul style="list-style-type: none"> → Inverted commas, → Direct speech → Adjectives, verbs, adverbs → Question marks → Comparative conjunctions → Expanded noun phrases. → Standard English → Colloquialism → Personal pronoun → Statements and rhetorical questions, → Conjunctions → Persuasive phrases → Fronted adverbials → Adverbs of time. → Commas, → Paragraphs. → First person



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Spr 2	Rocky The Findosaur -Rocks and soils	Poetry <i>-Inchcape Rock</i>	<ul style="list-style-type: none"> To describe a character using interesting vocabulary. To identify rhyming words within a poem To widen my vocabulary by finding out the meaning of unfamiliar words. To develop my recital skills and perform a poem. 	<ul style="list-style-type: none"> Expanded noun phrases Similes Metaphors Comparative conjunctions Rhyming words synonyms
		Diary entry <i>-Lighthouse Keeper</i>	<ul style="list-style-type: none"> To use expanded and prepositional phrases To use a range of fronted adverbials in my sentences. To use a variety of sentence openers. <p>Blue write:</p> <ul style="list-style-type: none"> To write a diary entry using emotive language. To edit and improve a piece of writing using the success criteria. To neatly present a piece of writing. 	<ul style="list-style-type: none"> Expanded noun phrases, Preposition phrases Adverbial phrases Fronted adverbials Fronted adverbials (description, adverb, where), Power of three First person Informal speech Conjunctions All of the above plus relevant Y4 non negotiables.
		Letter writing	<ul style="list-style-type: none"> To identify the difference between formal and informal language. To know the features of a letter. To plan and write a letter using formal language. 	<ul style="list-style-type: none"> Standard English Informal language Paragraphs Commas to mark phrases and clauses, Conjunctions Subject, verb agreement



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<p>Sum 1</p>	<p>Under Attack -Romans, Saxons, Vikings</p>	<p>Narrative/Legends- <i>Beowulf</i></p>	<ul style="list-style-type: none"> ● To use drama to express a character's thoughts. ● To explore feelings through drama. ● To discuss the features of a good story. ● To describe a mythical creature using ambitious vocabulary. ● To write a character description for a hero. ● To write a setting description to which draws the reader in. ● To accurately punctuate direct speech ● To plan a story using a story mountain <p>Blue Write:</p> <ul style="list-style-type: none"> ● To write a story beginning which intrigues the reader. ● To write the build up and problem to a story using fronted adverbials ● To write the resolution to a story using inverted commas accurately. ● To write the ending to a story using a range of punctuation ● To edit and improve a piece of writing using the sc to help me. ● To neatly present a piece of writing. 	<ul style="list-style-type: none"> → Rhetorical questions → Imperative verbs → Adjectives → Statements → Paragraphs → Nouns, Adjectives, Verbs, Adverbs → Direct speech → Expanded noun phrases → Similes → Metaphors → Prepositional phrases. → Fronted adverbials → Personification. → Inverted commas → Reporting clauses → Commas to separate clauses → Question marks → Exclamation marks → Bullet points → Alternative pronouns → Conjunctions → Ellipses → Parenthesis. → Y4 non negotiables
		<p>Non chronological report -Dragons</p>	<ul style="list-style-type: none"> ● To identify the features of a non chronological report ● To gather facts using bullet points ● To create a dragon fact file ● To write an exciting introduction which absorbs the reader. ● To write the main body of a non chronological report using expanded noun phrases and varied sentence openers. ● To write the main body of a non chronological report using subordinating conjunctions. 	<ul style="list-style-type: none"> → Paragraphs → Question mark for rhetorical questions → Adjectives, Verbs, Adverbs → Phrases → Commas → Colon → Bullet points → Conjunctions. → Expanded noun phrases, → Fronted adverbials → Similes. → Past tense → 3rd person → Subordinating conjunctions to start sentences



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Sum 2	Picture our Planet -Scotland and Brazil	Biography -David Attenborough	<ul style="list-style-type: none"> • To create a character profile about a famous person. • To identify the features of a biography. • To make note under subheadings • To write a concise introduction for a biography. • To write the first paragraph of a biography using a range of conjunctions • To write the next section to a biography using a range of sentence openers. • To a section of a biography using alternative pronouns. • To write the conclusion to a biography • To edit and improve a piece of writing using the success criteria provided. • To neatly present a piece of writing. 	<ul style="list-style-type: none"> → Expanded noun phrases → Commas → Paragraphing → Past tense → Personal pronouns → Bullet points → Phrases → Standard English → Commas to separate clauses. → Subordinating and coordinating conjunctions, → Fronted adverbials → Alternative personal pronouns to aid cohesion and avoid repetition → Y4 non negotiables.
		Information text -Grange Park	<ul style="list-style-type: none"> • To understand the features of a persuasive leaflet. • To construct persuasive sentences using the power of 3. • To create a persuasive slogan for a leaflet. • To use rhetorical questions in persuasive writing. • To write an introduction for a persuasive leaflet using rhetorical questions. • To make notes under subheadings • To be able to transfer notes into full sentences and paragraphs. • To design the front page of a persuasive leaflet. • To create a persuasive, information leaflet about Grange Park. (Children copy up their persuasive text into a leaflet) 	<ul style="list-style-type: none"> → Paragraphs → Adjectives (power of 3) → Present tense → Personal pronouns → Adjectives → Commas → Exclamation marks → Conjunctions → Alliteration → Phrases → Question marks → Expanded noun phrases → Rhetorical question → Bullet points → Colon → Verbs, Adverbs → Similes → Question mark for rhetorical question