



# Writing Long Term Plan

## Year 4 Overview

### 2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Writing to Entertain</u> Poetry – The Lost Words (Robert Macfarlane &amp; Jackie Morris)</p> <p><u>Writing to Entertain</u> Narrative (Character Changing Tale) – Wonder (R. J. Palacio)</p>	<p><u>Writing to Inform</u> Newspaper Report – Shackleton’s Journey (William Grill)</p>	<p><u>Writing to Entertain</u> Narrative (Finding Tale) – Tom’s Midnight Garden (Philippa Pearce)</p>	<p><u>Writing to Persuade</u> Tourist Brochure (Focus Text: The Baker by the Sea by Paula White)</p> <p><u>Writing to Entertain</u> Nonsense Poetry - Ning Nang Nong (Spike Milligan) Yesterday (Michael Rosen) Random Recipe (Kenn Nesbitt)</p>	<p><u>Writing to Entertain</u> Narrative (Fantasy Tale) – Cursed Vase (Model Text)</p>	<p><u>Writing to Inform</u> Explanation Text – How to Train Your Dragon (Cressida Cowell)</p> <p><u>Writing to Entertain</u> Poetry: Haikus &amp; Tankas</p>

## Writing to persuade (LKS2)

### Text Types

- Advertising
- Letter
- Speech
- Poster

### Text Features

- Use of 2<sup>nd</sup> person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

### Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

### Grammar and Sentences

- Use **imperative** verbs to convey urgency,  
*Buy it today! Listen very carefully...*
- Use **rhetorical questions** to engage the reader,  
*Do you want to have an amazing day out?*
- Use **noun phrases** to add detail and description,  
*Our fantastic resort has amazing facilities for everyone*
- Use **relative clauses** to provide additional enticement  
*Our hotel, which has 3 swimming pools, overlooks a beautiful beach*

### Adverbials

Firstly Also In addition  
However On the other hand  
Therefore In conclusion

### Conjunctions

if because unless so  
and but even if when

### Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use **!** for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses  
*After your visit, you won't want to leave.  
Once you've tasted our delicious sandwiches,  
you'll be coming back for more!*



## Writing to inform (LKS2)

### Text Types

- Explanation
- Recount
- Letter
- Biography
- Newspaper article

### Text Features

- Paragraphs used to group related ideas
- Subheadings to label content

### Other Style Ideas

- May be built around a key image
- Use techniques to highlight key words (bold, underline, etc.)

### Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers,  
*Although they have a fierce reputation, the Vikings weren't all bad.*
- Use **expanded noun phrases** to inform,  
*A tall dark-haired man was seen leaving the scene.*
- Use **commas** to separate adjectives in a list,  
*You will need flour, eggs, sugar and water.*
- Use **relative clauses** to add further detail  
*We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- Begin to use **present perfect** tense to place events in time,  
*This week we have visited the Science Museum.*

### Adverbials

First Firstly Before After Later  
Soon Also In addition However

### Conjunctions

when before after while  
because if

### Punctuation Content

- Consolidate four main punctuation marks ( , ! ? )
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials  
*After lunch, we went into the museum*
- Use **commas** to mark subordinate clauses  
*When he was a boy, Dahl did not like reading.*
- Use **inverted commas** for direct speech
- Use **bullet points** to list items



## Writing to entertain (LKS2)

### Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

### Text Features

- Detailed description
- Use paragraphs to organize in time sequence

### Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

### Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,  
*Without a sound... After a moment...*
- Use **expanded noun phrases** to add detail & description  
*...the dark gloomy cupboard under the stairs...*
- Use **subordinate clauses** to add detail or context  
*Although Theseus was scared, he prepared to enter the maze.*
- Use **nouns & pronouns** for clarity and cohesion  
*They crept into Minos's great labyrinth. Inside the maze...*

### Adverbials

Soon Meanwhile As...  
The next day... Later...  
Carefully Without a thought...

### Conjunctions

if when because while  
as until whenever once

### Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,  
*Mum asked, "Will you be home for tea?"*
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis





## Year 4 Writing Long Term Plan 2023-24

	Autumn Term 1	Spring Term 1	Summer Term 1
<b>Week 1</b>	<p style="text-align: center;"><b>Whole School Poetry Unit</b> (Focus Text: <b>The Lost Words</b> by Robert Macfarlane &amp; Jackie Morris)</p> <ul style="list-style-type: none"> <li>Focus on the poem 'Weasel'</li> <li>Use dictionaries to aid understanding of words in the poem</li> <li>Write own poem based on a living thing within nature</li> <li>Use rules of an acrostic poem and include similes, metaphors, powerful verbs and a range of sentence structures.</li> </ul>	<p style="text-align: center;"><b>Finding Tales</b> (Focus Text: <b>Tom's Midnight Garden</b>)</p> <ul style="list-style-type: none"> <li>Fronted adverbials – Beach scene</li> <li>Adjectives – Scene images</li> <li>Text map produced and rehearsed</li> </ul>	<p style="text-align: center;"><b>Fantasy Tale</b> (Model text: <b>Cursed vase</b>)</p> <ul style="list-style-type: none"> <li>Book Talk - introduce model text – Cursed Vase</li> <li>Recap punctuation skills</li> <li>Text map and rehearse</li> </ul>
<b>Week 2</b>		<p style="text-align: center;"><b>Finding Tales</b> (Focus Text: <b>Tom's Midnight Garden</b>)</p> <ul style="list-style-type: none"> <li>Text map rehearsed</li> <li>Expanded noun phrases– colour thesaurus</li> <li>Punctuating dialogue</li> <li>Short burst write – Tropical Rain Forest</li> <li>Paragraphs</li> </ul>	<p style="text-align: center;"><b>Fantasy Tale</b> (Model text: <b>Cursed vase</b>)</p> <ul style="list-style-type: none"> <li>Short burst write – setting descriptions - Narnia</li> <li>Expanded noun phrases with picture prompts</li> <li>Text map</li> <li>Idea generation – settings</li> </ul>
<b>Week 3</b>	<p style="text-align: center;"><b>Character Changing Tale</b> (Focus text: <b>Wonder</b> by R. J. Palacio)</p> <ul style="list-style-type: none"> <li>Read model text – text map</li> <li>Characterisation</li> <li>Prepositional phrases</li> <li>Expanded Noun Phrase</li> <li>Short Burst Write – prepositional and noun phrases</li> </ul>	<p style="text-align: center;"><b>Finding Tales</b> (Focus Text: <b>Tom's Midnight Garden</b>)</p> <ul style="list-style-type: none"> <li>Text structure of Finding Tale</li> <li>Short Burst Write – Little Red Riding Hood incorporating taught grammar features with alternative opening</li> <li>Planning/Boxing Up</li> <li><i>No More Marking</i></li> </ul>	<p style="text-align: center;"><b>Fantasy Tale</b> (Model text: <b>Cursed vase</b>)</p> <ul style="list-style-type: none"> <li>Create a setting description WAGOLL to support</li> <li>Create toolkit for self-assessment</li> <li>Short burst write – Giant image</li> </ul>
<b>Week 4</b>	<p style="text-align: center;"><b>Character Changing Tale</b> (Focus text: <b>Wonder</b> by R. J. Palacio)</p> <ul style="list-style-type: none"> <li>Character description</li> <li>Dialogue to convey a character- emotional thesaurus</li> <li>Shared write – character description</li> </ul>	<p style="text-align: center;"><b>Finding Tales</b> (Focus Text: <b>Tom's Midnight Garden</b>)</p> <ul style="list-style-type: none"> <li>Dictionary work</li> <li>Shared write - opening and build up</li> <li>Independent writing of opening and build</li> <li>Self-assessment</li> </ul>	<p style="text-align: center;"><b>Fantasy Tale</b> (Model text: <b>Cursed vase</b>)</p> <ul style="list-style-type: none"> <li>Understanding a fantasy text -</li> <li>Book Talk – reading as a reader- inference and deduction</li> <li>Reading as a writer</li> <li>Box up independent and editing</li> </ul>



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	Autumn Term 1	Spring Term 1	Summer Term 1
<b>Week 5</b>	<b>Character Changing Tale</b> (Focus text: <b>Wonder</b> by R. J. Palacio) <ul style="list-style-type: none"><li>Describing characters in details</li><li>Expanded noun phrases and prepositions</li><li>Short Burst write – fronted adverbials to convey feelings</li></ul>	<b>Finding Tales</b> (Focus Text: <b>Tom’s Midnight Garden</b> ) <ul style="list-style-type: none"><li>Independent planning</li><li>Independent writing - Finding Tale</li></ul>	<b>Fantasy Tale</b> (Model text: <b>Cursed vase</b> ) <ul style="list-style-type: none"><li>Reading as a writer - focus on authorial intent – Cursed Vase</li><li>Explore grammatical features of a Fantasy Tale</li><li>Recap of characterisation - retrieval</li><li>Shared write – boxing up of fantasy tale</li></ul>
<b>Week 6</b>	<b>Character Changing Tale</b> (Focus text: <b>Wonder</b> by R. J. Palacio) <ul style="list-style-type: none"><li>Boxing up model text</li><li>Shared write</li><li>Independent boxing up</li></ul>	<b>Finding Tales</b> (Focus Text: <b>Tom’s Midnight Garden</b> ) <ul style="list-style-type: none"><li>Teach editing skills</li><li>Editing station</li><li>Publishing</li></ul>	<b>Fantasy Tale</b> (Model text: <b>Cursed vase</b> ) <ul style="list-style-type: none"><li>Shared write fantasy tale including a setting description and characterisation</li><li>independent writing</li><li>Editing</li></ul>
<b>Week 7</b>	<b>Character Changing Tale</b> (Focus text: <b>Wonder</b> by R. J. Palacio) <ul style="list-style-type: none"><li>Boxing up model text</li><li>Shared write</li><li>Independent boxing up</li></ul>	<b>Finding Tales</b> (Focus Text: <b>Tom’s Midnight Garden</b> ) <ul style="list-style-type: none"><li>Teach editing skills</li><li>Editing station</li><li>Publishing</li></ul>	
<b>Week 8</b>			



## Year 4 Writing Long Term Plan 2023-24

	Autumn Term 2	Spring Term 2	Summer Term 2
<b>Week 1</b>	<p style="text-align: center;"><b>Character Changing Tale</b> (Focus text: <b>Wonder</b> by R. J. Palacio)</p> <ul style="list-style-type: none"> <li>Independent writing</li> <li>Editing</li> <li>Publishing</li> </ul>	<p style="text-align: center;"><b>Persuasive Writing – Tourist Brochure</b> (Focus Text: <b>The Baker by the Sea</b> by Paula White)</p> <ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Conjunctions to write persuasively</li> <li>Advert to persuade</li> <li>Descriptive devices: noun phrases, similes, metaphors.</li> </ul>	<p style="text-align: center;"><b>Explanation Text</b> (Focus Text: <b>How to Train Your Dragon</b> by Cressida Cowell)</p> <ul style="list-style-type: none"> <li>Explore Explanation texts</li> <li>Video of How to Train Your Dragon to inspire drama conventions – hot seating</li> <li>Identify features of explanation text – How to Train Your Dragon</li> </ul>
<b>Week 2</b>	<p style="text-align: center;"><b>Character Changing Tale</b> (Focus text: <b>Wonder</b> by R. J. Palacio)</p> <ul style="list-style-type: none"> <li>Independent writing</li> <li>Editing</li> <li>Publishing</li> </ul>	<p style="text-align: center;"><b>Persuasive Writing – Tourist Brochure</b> (Focus Text: <b>The Baker by the Sea</b> by Paula White)</p> <ul style="list-style-type: none"> <li>Prepositions</li> <li>Commas after fronted adverbials</li> <li>Present perfect tense</li> <li>Blurb/ speech in role</li> </ul>	<p style="text-align: center;"><b>Explanation Text</b> (Focus Text: <b>How to Train Your Dragon</b> by Cressida Cowell)</p> <ul style="list-style-type: none"> <li>Causal conjunctions</li> <li>Formal language</li> </ul>
<b>Week 3</b>	<p style="text-align: center;"><b>Newspaper Reports</b> (Focus Text: <b>Shackleton’s Journey</b> by William Grill)</p> <ul style="list-style-type: none"> <li>Using adjectives to describe a character.</li> <li>Writing in role</li> <li>Cause &amp; effect conjunctions</li> <li>Synonyms to describe different strengths of emotion</li> <li>Describing a setting</li> </ul>	<p style="text-align: center;"><b>Persuasive Writing – Tourist Brochure</b> (Focus Text: <b>The Baker by the Sea</b> by Paula White)</p> <ul style="list-style-type: none"> <li>Plan a tourist brochure</li> <li>Draft</li> <li>Edit &amp; improve</li> <li>Publish</li> </ul>	<p style="text-align: center;"><b>Explanation Text</b> (Focus Text: <b>How to Train Your Dragon</b> by Cressida Cowell)</p> <ul style="list-style-type: none"> <li>Box up model text</li> <li>Shared write</li> <li>Recap time conjunctions</li> <li>Create own creature as focus for independent write</li> </ul>
<b>Week 4</b>	<p style="text-align: center;"><b>Newspaper Reports</b> (Focus Text: <b>Shackleton’s Journey</b> by William Grill)</p> <ul style="list-style-type: none"> <li>Present perfect tense to write a diary entry</li> <li>Adverbial phrases (not so simple sentences)</li> <li>Explore characters through role</li> </ul>	<p><b>Assessment Week</b></p> <p><b>NFER Reading &amp; Grammar Assessments</b></p>	<p style="text-align: center;"><b>Explanation Text</b> (Focus Text: <b>How to Train Your Dragon</b> by Cressida Cowell)</p> <ul style="list-style-type: none"> <li>Boxing up</li> <li>independent writing and editing</li> <li>Publishing</li> </ul>



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<b>Week 5</b>	<b>Newspaper Reports</b> (Focus Text: Shackleton's Journey by William Grill) <ul style="list-style-type: none"><li>Summarise main events in a story</li><li>Identify features of a newspaper article</li><li>Introduction to newspaper article</li></ul>	<b>Nonsense Poetry</b> (Focus Texts: Ning Nang Nong (Spike Milligan) Yesterday (Michael Rosen) Random Recipe (Kenn Nesbitt)) <ul style="list-style-type: none"><li>Characteristics and features</li><li>Planning and writing</li><li>Performing</li></ul>	<b>Assessment Week</b>  <b>NFER Reading &amp; Grammar Assessments</b>
<b>Week 6</b>	<b>Assessment Week</b>  <b>NFER Reading &amp; Grammar Assessments</b>		<b>Poetry</b> <b>Haikus and Tankas</b> <ul style="list-style-type: none"><li>Reading as a writer</li><li>Planning</li></ul>
<b>Week 7</b>	<b>Newspaper Reports</b> (Focus Text: Shackleton's Journey by William Grill) <ul style="list-style-type: none"><li>Draft main body of report</li><li>Subheadings to organise</li><li>Direct speech with inverted commas</li></ul>		<b>Poetry</b> <b>Haikus and Tankas</b> <ul style="list-style-type: none"><li>Writing</li><li>Editing &amp; improving</li><li>Publishing</li></ul>
<b>Week 8</b>	<b>Newspaper Reports</b> (Focus Text: Shackleton's Journey by William Grill) <ul style="list-style-type: none"><li>Conclusion of report</li><li>Edit &amp; improve</li><li>Publish</li></ul>		<b>Poetry</b> <b>Haikus and Tankas</b> <ul style="list-style-type: none"><li>Writing</li><li>Editing &amp; improving</li><li>Publishing</li></ul>