

2023-24						
ENGLISH LONG-TERM PLANNING –WRITING Y4						
	Term 1 – Autumn		Term 2 – Spring		Term 3 - Summer	
Narrative	Stories on a theme: Journey (3 weeks) Norse Mythology (3 weeks)		Diary Writing (2 weeks)	Writing and performing a play (3 weeks)	Stories on a Theme: Historical and Cultural Marcy and the Riddle of the Sphinx (4 weeks)	
Final written outcome	Write a story with exciting vocabulary and description, following a characters experience (Journey)	Write a story focusing on speech and dialogue and character and setting description. (Norse mythology)	Learn how to write in the first person, in an informal style. Use their senses to describe.	Write a section of narrative focusing on a setting and building suspense.	Write a story focusing on characterisation linking dialogue to effective characterisation, interweaving speech and action	
Suggested Context	Journey by Aaron Becker The Norse myth of Thor and Jormungand.		Diary writing - exploring the Amazon Rainforest. Performance – The Whale by Ehtan and Vita Murrow.		Stories on a Theme: Marcy and the Riddle of the sphinx	
Non-fiction	Recount writing (2 weeks)		Information Texts (2 weeks)	Persuasion (2 weeks)	Discussion (2 weeks)	Explanation (2 weeks)
Final written outcome	Learn how to write a recount using chronological language and to be able to order a sequence of events using clearly structured paragraphs.		Learn about how to persuade someone to visit a location, give information and understand the format and persuasive devices in the forms of information leaflets and holiday brochures.		Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart style to explain how an invention works, use notes to write explanation using impersonal style
Suggested Context	A significant visit. Church Visit		Carding mill Valley/Shropshire after visit – Information leaflet Holiday brochure of a place with a significant river/mountain region.		Persuasive Writing: Animals in Captivity Explore issues around animals in captivity, reading texts including <i>Zoo</i> by Anthony Browne and <i>Rainbow Bear</i> by Michael Morpurgo.	The process of Mummification

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Poetry	Performance Poetry Autumn Harvest (2 weeks)	Poetry (2 weeks) The River	Performance Poetry (2 weeks)
Final Outcome	Create Autumnal poetry using interesting description. Share and read poems with expression.	Understand poetry we have read and the symbolism, metaphors and personification that is used. Write own poem based on metaphors for what the river is like.	Read, write and perform poems off by heart.
Suggested Context	I am the seed that grew the tree – National Trust anthology.	The River by Valerie Bloom.	Create and perform poetry around our theme of Ancient Egypt.
2023-24 ENGLISH Sticky Knowledge- WRITING Y4			
	Term 1 – Autumn	Term 2 – Spring	Term 3 - Summer
Handwriting	use the diagonal and horizontal strokes that are needed to join letters. understand which letters, when adjacent to one another, are best left un-joined. b/p/s/x	Increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Spelling	use the first two or three letters of a word to check its spelling in a dictionary.	spell words with additional prefixes and suffixes and understand how to add them to root words. (– ation, ous, ion, ian) use plural ‘s’ and possessive ‘s’ correctly. (The girls were playing football. The girls’ football boots. The girl’s football boots.)	recognise and spell additional homophones. (accept/except; whose/who’s; whether/weather; peace/piece; medal/meddle) spell identified commonly misspelt words from the Year 3 and 4 word list.
Composition	write from memory simple dictated sentences that include words and punctuation taught. organise narrative writing into clear sequences with more than a basic beginning, middle and end.	write a narrative with a clear structure, setting, characters and plot. include key vocabulary and grammar choices that link to the style of writing. (e.g.: Scientific words/ historical words/ words that fit with the context, e.g. science fiction)	open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them).

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			Develop endings and close the narrative appropriately relating to the beginning or a change in a character.
Grammar	<p>use a range of sentences with more than one clause- through use of conjunctions. 'We put our umbrellas up when it rained' becomes 'When it rained, we put up our umbrellas.')</p> <p>use of a wider range of conjunctions, such as, although, however, despite, as well as: I use the correct article 'a' or 'an'.</p> <p>Open sentences in different ways to create effects.</p>	<p>use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (When I was writing about bees, the hive and the queen. I remembered to write 'they', 'it', and 'she' every other time, so that my writing was less repetitive).</p> <p>make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. accurate use of pronouns in sentences; 'I forgot to put the comma after a fronted adverbial'; realise the spelling of probably is wrong).</p> <p>use fronted adverbials of place, time and manner, including the use of a comma. ('Later that day, I went shopping',</p>	<p>use expanded noun phrases with modifying adjectives. ('The strict teacher with curly hair.') VPG.3 I use adverbs and prepositions to express time, place and cause.</p> <p>build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.</p> <p>use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of he's)</p>
Punctuation	correctly demarcate sentences	<p>use the apostrophe for omission and possession. – (women's rights, boys' cloakroom)</p> <p>secure the use of punctuation in direct speech-, including a comma after the reporting clause. (The conductor shouted, "Sit down!")</p>	almost always use commas for fronted adverbials.