



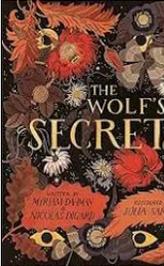
Year 4 Long Term Writing Plan 2024-25

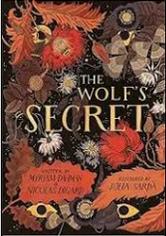


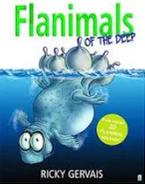
The terminology Y4 pupils will be taught: subject, determiner, pronoun, possessive pronoun, adverbial

DAILY RETRIEVAL

Autumn 1 (7 weeks 2 days)

Genre	Fiction (F) Non-fiction (NF)	Stimulus	PVA	Oracy (focused task leading into writing)	Greater depth	Grammar/Punctuation	Vocabulary	Spelling (Spelling Shed)	Writing in the wider curriculum
Setting description	F	<p>Complexity in Narrator's voice</p> 	<p>Purpose - to describe the forest setting Viewpoint - Third person Audience - Those who like forest settings and want to visualise the forest.</p>	Step the scene	Vocabulary is chosen from wider reading and used to create a sense of place (not just from teacher's word bank.)	<p>Expanded noun phrases help the reader visualise the noun. A range of expanded noun phrases used and some are further expanded with a preposition after the noun.</p> <p>Prepositions - tell the reader where something is in relation to something else</p>	<p>Poisonous fungi wrapped tall trees Drifting sweet melody. Sunlight peeked dense canopy, shards...light</p>	<p>List 1: Words that are homophones or near homophones.</p> <p>List 2: Words with the prefix 'in' meaning 'not'</p>	

Formal letter	NF	<p>Complexity in Narrator's voice</p> 	<p>Purpose - To express thoughts and feelings Viewpoint - wolf Audience - granny wolf</p>	Dictogloss with talk detectives	<p>Formal tone in pieces</p> <p>Instead I would have:</p> <p>Using appropriate vocabulary and grammar for a formal letter (not just from teacher's word bank.)</p>	<p>Subordinating conjunctions</p> <p>Causal conjunctions (due to, as a result of, due to the fact that, therefore, even though). Teach children that they are subordinating conjunctions and its purpose is to extend ideas and link information (a cause of a particular action <i>i.e.</i> <i>She didn't have enough money for the bus fare EVEN THOUGH she brought her purse with her.</i> Teach children the terms subordinating conjunction, subordinate clause, coordinating conjunction, simple</p>	<p>Assistance</p> <p>Accused</p> <p>Accusation</p> <p>Heartbroken</p> <p>Lies/tales</p> <p>Inaccurate</p> <p>Misunderstanding</p> <p>My side/version</p> <p>Yours Sincerely</p>	<p>List 3: Words with the prefix 'il', 'im' and 'ir'</p> <p>List 4: Words with the prefix 'sub' meaning 'below' or 'further divided'</p>	
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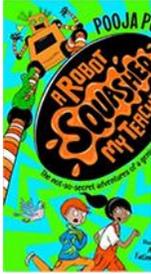
						<p>sentence and complex sentence.</p> <p>Fronted adverbials - for time, with comma, to help the reader understand when, something happens.</p>			
<p>Non-chronological report</p>	<p>NF</p>	<p>Humour</p> 	<p>Purpose - To provide information on imaginary creature Viewpoint - third person Audience - animal enthusiasts</p>	<p>Jigsaw</p>	<p>Writing with the awareness of the reader and using precise vocabulary to reflect PVA (not just from teacher's word bank.)</p>	<p>Subordinating conjunctions</p> <p>Causal and contrasting conjunctions Teach children that they are subordinating conjunctions. Teach that the purpose is to extend ideas and link information (a cause of a particular action (<i>i.e.</i> <i>She didn't have enough money for the bus fare</i> EVEN THOUGH she brought her purse with</p>	<p>World-renowned Shreds Flesh Razor-sharp Formidable Bushy Beast Abundance Humid</p> <p>Unsurprisingly Amazingly Interestingly Therefore Generally</p>	<p>List 5: Words with the prefix 'inter' meaning 'between' or 'among'</p> <p>List 6: Challenge Words</p> <p>List 7: Words with the suffix '-ation'</p>	<p>Geography Write:</p> <p>Purpose - Explain why the Amazon is important to our planet and the threats it faces. Viewpoint - Third Person Audience - Eco-enthusiasts and people who care about the planet.</p>

						<p>her) and to compare ideas and information (i.e. She couldn't afford the bus fare despite having money). Teach children the terms subordinating conjunction, subordinate clause, coordinating conjunction, simple sentence and complex sentence.</p>		
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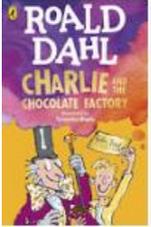
Autumn 2 (8 weeks)

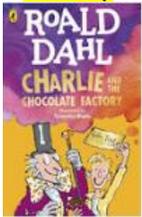
Instructions	NF		<p>Purpose - To tell a reader how to construct a pavilion Viewpoint - third person Audience - Design enthusiasts</p>	<p>Step the instruction Explain steps to partner -orally</p>	<p>Vocabulary is drawn for wider reading (not just from teacher's word bank.). A range of sentence structure used effectively.</p> <p>Use of Brackets and Top Tips for extra detail</p>	<p>Imperative verbs Verbs that - tell the reader what to do. Adverbs (for time and manner) - tell the reader when, where how the verb was done.</p>	<p>Cladding Aesthetically pleasing Flexible Open space Architect Structure Gather Select Accessorise Firmly attach With care, Delicately Once made/dry</p>	<p>List 8: Words with the suffix '-ation'</p> <p>List 9: Words with the suffix 'ly'</p> <p>List 10: Words with the suffix 'lly'</p>
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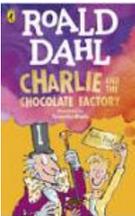
First Person Recount	NF	Classic & Tragedy 	Purpose - To inform the reader about a Ferdinand's experience when he is shipwrecked on the island. Viewpoint - first person (Ferdinand's perspective) Audience - a group of sailors/family	Step the scene	Write the viewpoint confidently, choosing grammar and vocabulary that is appropriate to viewpoint. From wider reading (not just from teacher's word bank.)	Fronted Adverbials (manner (how), time and place) to help the reader understand when, how or where something happened.	thunderous blinding, tempest shipwreck, washed ashore, deserted island, baffled, mesmerised, conjure/d, scrambled	List 11 Words where 'ch' makes a 'sh' sound List 12: challenge words	
Narrative - Dilemma	F	Culturally diverse literature 	Purpose - To entertain the reader Viewpoint - first person Audience - Broccoli/class	Drama - Step the story	Change the ending Accurate use of punctuation for speech and grammar and vocabulary used from wider reading accurately. (not just from teacher's word bank.)	Direct speech/ Speech punctuation - dialogue to move on the story. To use and correctly punctuate direct speech - punctuation within and surrounding inverted commas. Direct speech accurately punctuated - reported clauses used accurately.	Malfunctioned Disappeared Puff...smoke Warbled Wave....realisation	List 13: Words ending in 'sion' List 14: Words ending in 'ous'	

Monologue	F	<p>Culturally diverse literature</p> 	<p>Purpose - To express thoughts and feelings in the moment Viewpoint - Esha Audience - private</p>	Thought tapping	<p>Write the monologue from a different perspective eg: from the perspective of her snotty apprentice - Broccoli</p> <p>Use a range of sentence types and awareness of appropriate language for PVA.</p>	<p>Fronted Adverbials - with commas to help the reader understand when, how or where something happened.</p> <p>Past/present perfect verbs - to tell the reader when something happened.</p>	Disaster Apprentice Sparks Predicament Miniscule Warning	List 15: Words ending in 'ous' inc. those where the ge remains from the base word.	<p>History Write:</p> <p>Purpose: To explain who Lord Shaftesbury was and his impact on children's lives.</p> <p>Viewpoint: Third person Audience: Those interested in the past and how children's lives have changed through history.</p>
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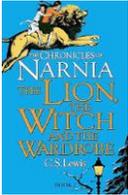
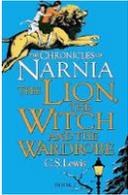
Spring 1 (6 weeks)

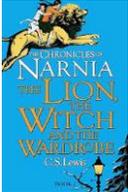
Setting description	F	<p>Fantasy</p> 	<p>Purpose - to describe the chocolate factory (so reader can visualise the setting) Viewpoint - Third person Audience - Those who like chocolate and sweets and want to visualise it</p>	Step the scene	<p>Vocabulary is chosen from wider reading and used to create a sense of place (not just from teacher's word bank.) A range of sentence types used.</p>	<p>Expanded noun phrases help the reader visualise the noun. A range of expanded noun phrases used and some are further expanded with a preposition after the noun.</p> <p>Prepositional phrases - to tell the reader where something is</p>	Colossal Thundered	List 16: Words where a suffix is added to words ending in 'y' List 17: Words ending in 'ious' and 'eous'	<p>Geography Write:</p> <p>Purpose - To compare the advantages and disadvantages of buying both locally and imported food. Viewpoint - third person Audience - the public</p>
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						<p>in relation to something else. Link the prepositional phrases (when, then, where, how) to expanded noun phrases and extend the description.</p> <p>Fronted Adverbials - to help the reader understand when, how or where something happened</p>			
Balanced argument	NF	<p>Fantasy</p> 	<p>Purpose - To present arguments on whether chocolate should be banned in primary schools Viewpoint - third person Audience - People who are interested in this topic</p>	Debate	Choice of what to debate about Using appropriate vocabulary and grammar for a formal piece of writing.	<p>Subordinate clauses - wide range of subordinate clauses, ensuring commas are used where appropriate</p>	<p>suggests implies proves in favour of support opportunity advantage to master skills abolish anti- whilst As Due to Widely thought Another reason Furthermore By</p>	<p>List 18: Challenge Words</p> <p>List 19: Words where 'au' makes an 'or' sound.</p> <p>List 20: Words ending in 'tion'</p>	

								That In conclusion After considering Important Consider	
Spring 2 (7 weeks)									
Monologue	F	Fantasy 	Purpose - To express thoughts and feelings Viewpoint - Charlie Audience - private	Hot seating	Write from the perspective of Veruca Salt, Violet or Mike Teevee Use a range of sentence types and awareness of appropriate language for PVA.	Exclamation marks and question marks (quick recap) Apostrophes for Contraction - Apostrophes for possession -	Idol Speechless Disbelief Flabbergasted Over the moon Sorrow Ecstatic Incredible Goodness gracious Mouth watering Scrumptious Miracle Hallelujah	List 21: Words ending in 'ssion' List 22: Words ending in 'cian'	
Narrative -	F	Fantasy 	Purpose - to entertain the reader Viewpoint - third person Audience - The public, especially children aged 6+	Drama and step the story	Independently chooses own plot/twist in narrative Punctuation is accurate. The reader knows where, when and how things happen. Description is used to build a picture of people and places. Vocabulary independently drawn from own	Direct speech Use and punctuate direct speech (including punctuation within and surrounding inverted commas). Revisit apostrophes - for possession	fizz whizzing mind boggling horrendous disobedient rubbing up the wrong way selfish, salivate, endless, dripping, oozing, bubbling, yummy, fantastical, illusion	List 23: Words that are adverbs of manner List 24: Challenge Words	History Write: Purpose: Explain how the Anglo Saxons changed Britain. Viewpoint: Third person Audience: Those interested in history

					reading - not teacher's word bank.	and contraction			
Summer 1 (6 weeks 4 days)									
Narrative (focus on dialogue)	F	Film Clip 	Purpose - To entertain the reader Viewpoint - third person Audience - The public, in particular children aged 6+	Drama	Cohesive devices: the reader knows where, when and how things happen. Description is used to build a picture of people and places. Vocabulary independently drawn from own reading - not teacher's word bank. Use characterisation and show not tell to convey the personality of each character	Direct Speech - accurate use of speech punctuation <i>- To use and punctuating direct speech (including punctuation within and surrounding inverted commas.) eg: a comma after the reported clause, end punctuation within inverted commas.</i> Precise verbs for said Pronouns (additional grammar lesson) -Use a variety of pronouns (synonymous phrases to avoid repeating the	Whimpered Ornate Luxurious Permeated Musty Satiny Snowy Abyss Delicate Gigantic Dense Glimmer Radiating Rustle Frantically Figure		

						noun, verbs and adjectives).			
Setting description	F	Modern Classic Literature The Lion the Witch and the Wardrobe 	Purpose -to describe the setting of Narnia so the reader can visualise the setting Viewpoint - third person Audience - those who like snowy settings and want to visualise what Narnia looks like	Step the scene	Vocabulary is chosen from wider reading and used to create a sense of place (not just from teacher's word bank.) A range of sentence types used. Vocabulary independently drawn from own reading - not teacher's word bank. Build suspense	Expanded noun phrases A range of expanded noun phrases used and some are further expanded with a preposition after the noun.	blanketed, , bare, shafts... swaying branches, bitter cloaked...flinched,	List 25: Words that are homophones List 26: Words with c before 'i' and 'e'	Science Write: Purpose: To explain how habitats may change and the positive and negative effects humans can have on an environment. Viewpoint: Third person. Audience: Children aged 8+, and those interested in protecting wildlife habitats.
Summer 2 (6 weeks)									
Persuasive letter	NF	Modern Classic Literature 	Purpose: To persuade Lucy to help Viewpoint: first person- Mr Tumnus Audience: Lucy	Speak like a...with talk detectives Use dictogloss	Choose to write from a different perspective. To write a letter of reply from Lucy. Vocabulary independently drawn from own reading - not teacher's word bank. Persuasive/emo	Subordinating conjunctions Using a wide range of conjunctions to express time and cause. Expectation that children use the relevant grammar tools	Predicament Captured Awaiting Dreadful Fate Rather Currently Betraying Positively Ominous Compassionate Implore Terrible Desolate	List 27: Words containing 'sol' and 'real' List 28: words containing 'phon' and 'sign' -	Science Investigation: Sound Purpose - To compare the flow of liquids Viewpoint - third person Audience - public

					tive language used effectively and appropriately.	learnt throughout the year. Showcase all skills learnt throughout the year.	Sombre Surely Eternity		
Narrative -Suspense -	F	<p>Modern Classic Literature</p> 	<p>Purpose: entertain and grab the reader's interest -</p> <p>Viewpoint: Third person</p> <p>Audience: Year 4+ readers</p>	Drama	<p>GDS to write using the first person</p> <p>Vocabulary independently drawn from own reading - not teacher's word bank.</p> <p>Cohesive devices: the reader knows where, when and how things happen. Description is used to build a picture of people and places.</p> <p>Dialogue is effectively used and perhaps. Use characterisation and show not tell to convey the personality of each character</p>	<p>Precise verbs</p> <p>Subordinate clauses</p> <p>Expectation that children use the relevant grammar tools learnt throughout the year. Showcase all skills learnt throughout the year.</p>	<p>Venturing through</p> <p>Wildly</p> <p>Curiously</p> <p>Thread-like</p> <p>Tingling</p> <p>Instantly</p> <p>Enchanting</p> <p>Plodded</p> <p>Mystical</p> <p>Pausing</p> <p>Wonder</p> <p>Trudged</p> <p>Horror</p> <p>Directly</p> <p>Hung</p> <p>Ripped</p> <p>Hinges</p> <p>Strewn</p> <p>Desperate</p> <p>Sprinting</p> <p>investigate</p>	<p>List 29:</p> <p>Words with the prefixes 'super-', 'anti-' and 'auto'</p> <p>List 30:</p> <p>Words with the prefix 'bi-' meaning 'two'</p> <p>List 31:</p> <p>Challenge words</p> <p>List 32:</p> <p>Words that are plurals with possessive apostrophes</p> <p>Revision of y4 spellings</p>	