




# Year 4 Long Term Writing Plan 2025-26

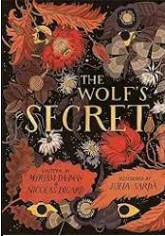


The terminology Y4 pupils will be taught: subject, determiner, pronoun, possessive pronoun, adverbial

## DAILY RETRIEVAL

### Autumn 1 (7 weeks 4 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><b>Complexity in Narrator's voice</b></p> 	<p><b>Purpose</b> - to describe the forest setting  <b>Viewpoint</b> - Third person  <b>Audience</b> - 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><b>Expanded noun phrases</b> 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><b>Prepositions</b> - 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>	

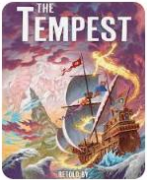

Formal letter	NF	<p><b>Complexity in Narrator's voice</b></p> 	<p><b>Purpose</b> - To express thoughts and feelings  <b>Viewpoint</b> - wolf  <b>Audience</b> - granny wolf</p>	Dictogloss with talk detectives	<p>Formal tone in pieces</p> <p>Instead I would have:</p> <p>Using appropriate vocabulary and grammar for a formal letter (not just from teacher's word bank.)</p>	<p><b>Subordinating conjunctions</b></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><b>Fronted adverbials</b> - for time, with comma, to help the reader understand when, something happens.</p>			
<p>Non-chronological report</p> <p>Assessment</p>	<p>NF</p>	<p><b>Humour</b></p> 	<p><b>Purpose</b> - To provide information on imaginary creature</p> <p><b>Viewpoint</b> - third person</p> <p><b>Audience</b> - 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><b>Subordinating conjunctions</b></p> <p>Causal and contrasting conjunctions</p> <p>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.e. <i>She didn't have enough money for the bus fare</i> <b>EVEN</b> <i>THOUGH</i> she brought her purse with</p>	<p>Predator Prey Carnivore Herbivore Omnivore Mammal Reptile Fish Bird Amphibian Species Torso Talons</p> <p>World-renowned Shreds Flesh Razor-sharp Formidable Bushy Beast Abundance Humid</p> <p>Unsurprisingly Amazingly Interestingly</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><b>Geography Write:</b></p> <p><b>Purpose</b> - Explain why the Amazon is important to our planet and the threats it faces.</p> <p><b>Viewpoint</b> - Third Person</p> <p><b>Audience</b> - 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>	Therefore Generally	
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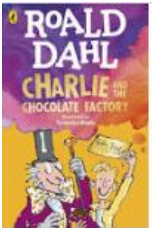
**Autumn 2 (87wk 4days)**

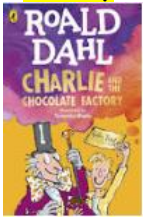
Instructions	NF	<p><b>Instructions</b></p> 	<p><b>Purpose</b> - To tell a reader how to construct a pavilion  <b>Viewpoint</b> - third person  <b>Audience</b> - Design enthusiasts</p>	<p>Step the instruction           Explain steps to partner -orally</p>	<p>Vocabulary is drawn for wider reading (not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


Monologue	F	<p><b>Culturally diverse literature</b></p> 	<p><b>Purpose</b> - To express thoughts and feelings in the moment  <b>Viewpoint</b> - Esha  <b>Audience</b> - 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><b>Fronted Adverbials</b> - with commas to help the reader understand when, how or where something happened.</p> <p><b>Past/present perfect verbs</b> - to tell the reader when something happened.</p>	<p>Oh my goodness!</p> <p>Can't believe  Disaster  Apprentice  Sparks  Predicament  Flying  Miniscule  Warning</p>	<p>List 15: Words ending in 'ous' inc. those where the ge remains from the base word.</p>	<p><b>History Write: Information text.</b></p> <p><b>Purpose:</b> To explain who Lord Shaftesbury was and his impact on children's lives.</p> <p><b>Viewpoint:</b> Third person  <b>Audience:</b> Those interested in the past and how children's lives have changed through history.</p>
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Spring 1 (5weeks 4 days)

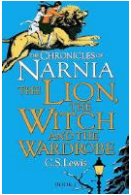
Setting description Assess	F	<p><b>Fantasy</b></p> 	<p><b>Purpose</b> - to describe the chocolate factory (so reader can visualise the setting)  <b>Viewpoint</b> - Third person  <b>Audience</b> - Those who like chocolate and sweets and want to visualise it</p>	Step the scene	<p>Vocabulary is chosen from 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><b>Expanded noun phrases</b> 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><b>Prepositional phrases</b> - to tell the reader where something is</p>	<p>Colossal  Chocolate  waterfall  Thundered  Rocky  Candy  Mountain.</p>	<p>List 16: Words where a suffix is added to words ending in 'y'</p> <p>List 17: Words ending in 'ious' and 'eous'</p>	<p><b>Geography Write:</b></p> <p><b>Purpose</b> - To compare the advantages and disadvantages of buying both locally and imported food.  <b>Viewpoint</b> - third person  <b>Audience</b> - 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><b>Fronted Adverbials</b> - to help the reader understand when, how or where something happened</p>			
Balanced argument Assess	NF	<p><b>Fantasy</b></p> 	<p><b>Purpose</b> - To present arguments on whether chocolate should be banned in primary schools <b>Viewpoint</b> - third person <b>Audience</b> - 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><b>Subordinate clauses</b> - 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		
<b>Spring 2 (5weeks)</b>									
Monologue	F	<b>Fantasy</b> 	<b>Purpose</b> - To express thoughts and feelings <b>Viewpoint</b> - Charlie <b>Audience</b> - 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.	<b>Exclamation marks and question marks</b> (quick recap)  <b>Apostrophes for Contraction</b> -  <b>Apostrophes for possession</b> -	Can't I'm It's 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 - Assess	F	<b>Fantasy</b> 	<b>Purpose</b> - to entertain the reader <b>Viewpoint</b> - third person <b>Audience</b> - 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.	<b>Direct speech</b> Use and punctuate direct speech (including punctuation within and surrounding inverted commas).	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	<b>History Write:</b>  <b>Purpose:</b> Explain how the Anglo Saxons changed Britain.  <b>Viewpoint:</b> Third person <b>Audience:</b> Those interested in history

					Vocabulary independently drawn from own reading - not teacher's word bank.	Revisit apostrophes - for possession and contraction			
<b>Summer 1 ( 5 weeks 4 days)</b>									
Narrative  (focus on dialogue)  Assess	F	<b>Film Clip</b>  	<b>Purpose</b> - To entertain the reader <b>Viewpoint</b> - third person <b>Audience</b> - 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	<b>Direct Speech - accurate use of speech punctuation</b> <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>  <b>Precise verbs for said</b>  <b>Pronouns (additional grammar lesson)</b> -Use a variety of pronouns (synonymous	Heartbroken Scared Little Lion Whimpered Cried Simba Ornate Luxurious Fur Explored Permeated Old Musty Satiny Snowy Abyss Delicate Gigantic Dense Snowy Glimmer Radiating Rustle Frantically Strange Figure		

						phrases to avoid repeating the noun, verbs and adjectives).			
Setting description Assess	F	<b>Modern Classic Literature</b> The Lion the Witch and the Wardrobe 	<b>Purpose</b> -to describe the setting of Narnia so the reader can visualise the setting <b>Viewpoint</b> - third person <b>Audience</b> - 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	<b>Expanded noun phrases</b> A range of expanded noun phrases used and some are further expanded with a preposition after the noun.	blanketed, covered, swirling, dancing, robes....snow, prickly....branches, bare oaks, shafts...delicious sunlight, silver birch trees, magical, swaying branches, bitter wind, cloaked...snow, flinched, glancing	List 25: Words that are homophones  List 26: Words with c before 'i' and 'e'	<b>Science Write:</b>  <b>Purpose:</b> To explain how habitats may change and the positive and negative effects humans can have on an environment.  <b>Viewpoint:</b> Third person.  <b>Audience:</b> Children aged 8+, and those interested in protecting wildlife habitats.
<b>Summer 2 (5 weeks 4 days)</b>									
Persuasive letter Assess	NF	<b>Modern Classic Literature</b> 	<b>Purpose:</b> To persuade Lucy to help <b>Viewpoint:</b> first person- Mr Tumnus <b>Audience:</b> 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	<b>Subordinating conjunctions</b>  Using a wide range of conjunctions to express time and cause.  Expectation that children	Quite Predicament Kind assistance Captured Awaiting Dreadful Fate As you... already know Rather Currently Betraying	List 27: Words containing 'sol' and 'real'  List 28: words containing 'phon' and 'sign' -	<b>Science Investigation: Viscosity</b>  <b>Purpose</b> - To compare the flow of liquids  <b>Viewpoint</b> - third person <b>Audience</b> - public

					<p>teacher's word bank. Persuasive/emotive language used effectively and appropriately.</p>	<p>use the relevant grammar tools learnt throughout the year. Showcase all skills learnt throughout the year.</p>	<p>Positively Ominous Compassionate Therefore Implore Terrible Desolate Sombre Surely Eternity I'm sure You'll agree</p>		
<p>Narrative -Suspense -</p>	<p>F</p>	<p><b>Modern Classic Literature</b></p> 	<p><b>Purpose:</b> entertain and grab the reader's interest -</p> <p><b>Viewpoint:</b> Third person</p> <p><b>Audience:</b> Year 4+ readers</p>	<p>Drama</p>	<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.</p> <p>Description is used to build a picture of people and places.</p> <p>Dialogue is effectively used and perhaps. Use characterisation and show not</p>	<p><b>Precise verbs</b></p> <p><b>Subordinate clauses</b></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 Wildly Curiously Wind blew Joyfully Thread-like Tingling Excitement Beating fast Instantly Enchanting Plodded Mystical Wide Handfuls Pausing Wonder Trudged Instantly Pure Horror Directly Ran cold Shiver Hung neatly Ripped Hinges Strewn</p>	<p>List 29: Words with the prefixes 'super-', 'anti-' and 'auto</p> <p>List 30: Words with the prefix 'bi-' meaning 'two'</p> <p>List 31: Challenge words</p> <p>List 32: Words that are plurals with possessive apostrophes</p>	

					tell to convey the personality of each character		Desperate Sprinting investigate	Revision of y4 spellings	
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