


Writing Purpose: To entertain To inform To persuade To discuss (Y5/6 only)


## Year 4 Writing Long Term Plan 2023 - 2024

Book Title and Genre	Term and Week	Reading and Poetry	Writing text types covered	Features of the text type for year group	Writing Purpose	Grammar objectives
 <p>The Great Kapok Tree Lynne Cherry</p> <p>Fiction</p>	Week 1	<p>Predictions for the text using front cover, blurb and images within the text.</p> <p>Reading VIPERS pages 1 -6.</p>	Story sequencing using illustrations from the text.	<ul style="list-style-type: none"> <li>-Past tense</li> <li>-Chronological order</li> </ul>	To inform	<p>Writing simple sentences containing a subject, object and verb.</p> <p>Using coordinating and subordinating conjunctions.</p>
	Week 2	<p>Reading the whole text</p> <p>Analyse poetry 'Leap like a Leopard' to help with descriptive writing</p>	Writing rainforest description	<ul style="list-style-type: none"> <li>-Past tense</li> <li>-First person</li> <li>-Fronted adverbials</li> <li>-Prepositional phrases</li> <li>-Expanded noun phrases</li> </ul>	To entertain	<p>Fronted adverbials of place, time, manner, reason</p> <p>Expanded noun phrases - choosing appropriate adjectives</p>

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	<b>Week 3</b>	Reading VIPERS page 6-10	Role on the wall for tribal character  Story planning - story mountain planning sheet.		<b>To entertain</b>	Inverted commas. Converting text messages into direct speech remembering to include appropriate punctuation.
	<b>Week 4</b>		Story writing	-Fronted adverbials -Adjectives to describe characters and settings -Paragraphing -Choice of tense -Pronouns for cohesion	<b>To entertain</b>	Inverted commas. Converting text messages into direct speech remembering to include appropriate punctuation.
	<b>Week 5</b>	Read examples of petitions	Finish story writing  Looking at features of a petition  Writing petition - to stop the rainforest being cut down	-ly words -exclamation marks -question marks -first person	<b>To persuade</b>	Rhetorical questions Imperative verbs Persuasive language

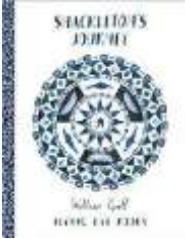
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	<b>Week 6&amp;7</b>	Reading of other rainforest poetry to get ideas and inspiration.	Finish writing petition  Poetry – rainforest poems	-adjectives -similes -stanzas -metaphors	<b>To entertain</b>	What is a simile and how to use them.  How to write in stanzas.
<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar objectives</u>
<u>Autumn 2</u> <u>7 weeks</u>  Marcy and the Riddle of the Sphinx Joe Todd Stanton  <b>Historical fiction</b>	<b>Week 1</b>	Predictions using the front cover/blurb and illustrations from the book.  Reading VIPERS up to pg 13.  Reading VIPERS up to pg 16	Thoughts and feelings of a character paragraphs.	-Past tense -Third person	<b>To inform</b>	Basic paragraphing – when to start a new paragraph. (Moving from thoughts to feelings.)
	<b>Week 2</b>		Role on the wall for Arthur  Character Profile for Arthur	-Paragraphing -Third person - Adjectives -Similes -Adverbials (position)	<b>To inform</b>	Similes to describe. Teach what a simile is and how we can use them effectively.

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	<b>Week 3</b>	Reading pages specific to the journey to Egypt and pulling out specific vocabulary.	Draw and annotate a map <i>Marcy's journey</i> to Egypt  Create verbal journey plan and add to Seesaw  Journal entry describing journey to Egypt.	-Fronted adverbials -Expanded noun phrases -Paragraphing -Exclamation mark -First person	<b>To entertain and inform</b>	Writing in the first person. Converting third person to first person. Use the book to locate information useful for journal entries and change it from third to first person.
	<b>Week 4</b>	Read pg 22 – 33.  Read to the end of the book. Reading VIPER for page 34 - end  Identifying features of a non-chronological report	Write a summary paragraph of page 22 - 33	-Informal tone -Format using sub-headings -Paragraphs within sections -Question marks	<b>To inform</b>	Use of sub-headings to organise sections of writing.
	<b>Week 5</b>	Independent research using a variety of sources to find information for report	Planning the non-chronological report  Writing non-chronological report	Subheading Headings Captions Images Organised information Introduction		Prepositions Adverbial Coordinating conjunctions Subordinating conjunctions Commas in a list

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	Week 6	Assessment week				
	Week 7		Finish writing report			
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<p>Spring 1 5 weeks</p>  <p>Shackleton's Journey William Grill</p> <p>Non-fiction</p>	Week 1	<p>Introduce text and characters</p> <p>Who was Robert Falcon Scott?</p> <p>Read pages 1-4 of Shackleton's Journey.</p> <p>Read pages 5-8 focus on the job page. Why were these jobs important?</p> <p>Background knowledge of the jobs and what a recruitment process is</p>	<p>Writing prediction based on front cover, blurb, the context and pages 1-4</p> <p>Planning for persuasive letter – looking at examples of persuasive language</p>	<ul style="list-style-type: none"> <li>- Time and reason</li> <li>- adverbials</li> <li>- First person</li> <li>- Past tense</li> </ul>	To persuade	<p>Paragraphing Persuasive letter</p> <p>Converting sentences from first person to third person</p> <p>Talking about what you've done previous experience in the past and what you can bring to the job.</p>

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	<b>Week 2</b>		Writing persuasive letter – Why should you be chose for a role on Endurance’s expedition?	Fronted adverbials Persuasive language Flattery/ exaggeration Layout of formal letter	To persuade	Rhetorical questions
	<b>Week 3</b>	Read pages 9-12  Vipers – Construction of the ship  Read page 14-24 Reading VIPERS page 14-24	I identify why equipment is needed and label the purpose of the equipment on the ship.  Survival guide planning – look at examples, what makes it eye-catching and different, exploring different layouts.  Create rough plan and post on Seesaw.	Facts/information Different layouts Images Imperative verbs Instructional language	To inform	Imperative verbs Instructional language
	<b>Week 4</b>		Writing survival guide – spend the week writing	Facts/information Different layouts Images	To inform	Imperative verbs Instructional language

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				Imperative verbs Instructional language		
	Week 5	Reading pages 25-28  Finish reading book at the end of the week	Descriptive writing using poetry to inspire vocabulary.  Descriptive writing of the ship in isolation on the Weddell Sea.	Expanded noun phrases. Varied sentence lengths.	To entertain	Adjectives  Varied sentence lengths
<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar objectives</u>
Spring 2 5 weeks  	Week 1	Begin reading the book to page 11. Dialogue of main characters having a conversation. What might they be saying to each other?	Writing prediction Predictions using the front cover and blurb. Use the title to create ideas.		To entertain.	Inverted comma rule - new line for a new speaker

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<p>Stone Age Boy Satoshi Kitamura</p>		<p>Reading VIPERS page 1-15</p>				
<p>Historical fiction</p>	<p>Week 2</p>	<p>Compare the children and focus on the boy</p> <p>Focus on Om after that - appearance, where she lives, food, spare time.</p>	<p>Create similarities and differences between boy and girl</p> <p>Writing character comparison</p>	<p>Comparative conjunctions and phrases</p> <p>Headings subheadings</p>	<p>To inform</p>	<p>Comparative conjunctions and phrases</p>
	<p>Week 3</p>	<p>Research stone age animals</p>	<p>Looking at features of non-chronological report</p> <p>Start writing report</p>	<p>Time and reason adverbials</p> <p>First person</p> <p>Past tense</p>	<p>To inform</p>	<p>First person</p> <p>Past tense</p> <p>Fronted adverbials</p>
	<p>Week 4</p>	<p>Reading VIPERS</p>	<p>Finish writing report</p> <p>Plan informal letter</p>	<p>Fronted adverbials</p> <p>Layout of informal letter</p>	<p>To inform</p>	



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	Week 5		Writing informal letters			
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<p>Summer 1 5 weeks</p>  <p>The Lion, The Witch and The Wardrobe</p> <p>Fiction</p>	Week 1	<p>Read chapter 1</p> <p>Predictions for the text using front cover, blurb and images within the text.</p>	<p>Summary of chapter 1</p> <p>Plan a diary entry</p>	<p>Thoughts and feelings</p> <p>Sign off</p> <p>Greetings</p> <p>Address</p> <p>Date</p>	To inform	<p>Paragraphing - when to start a new paragraph.</p> <p>Change of setting, subject etc.</p> <p>Fronted adverbials</p> <p>Emotive language</p>
	Week 2	<p>Read descriptive text of Mr Tumnus.</p> <p>Draw Mr Tumnus from the description.</p>	<p>Diary entry</p> <p>Create own hybrid character.</p> <p>Character description</p>	<p>-chatty tone</p> <p>-address</p> <p>-date</p> <p>-chronological order</p> <p>-First person</p> <p>-Past tense</p> <p>-Adverbials of time, place</p> <p>-sign off</p>	To inform	<p>Adverbials of place, time, reason.</p> <p>Emotive language</p> <p>Fronted adverbials of place, time, manner, reason</p>

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		Read all of chapter 4 and write a summary paragraph.		<ul style="list-style-type: none"> <li>Past tense</li> <li>-First person</li> <li>-Fronted adverbials</li> <li>-Prepositional phrases</li> <li>-Expanded noun phrases</li> </ul>		Expanded noun phrases – choosing appropriate adjectives
	Week 3	<p>Reading VIPERS p14-18 (other book)</p> <p>Read an election speech. I identify features</p>	<p>Plan an election speech</p> <p>Write an election speech</p>	<ul style="list-style-type: none"> <li>-Fronted adverbials</li> <li>-Range of pronouns</li> <li>-Paragraphing</li> <li>-Adverbs of time, place, manner and reason</li> <li>Persuasive language</li> <li>Emotive language</li> </ul>	To inform	<ul style="list-style-type: none"> <li>Persuasive language</li> <li>Emotive language</li> <li>Fronted adverbials</li> <li>Range of pronouns</li> <li>Paragraphing</li> <li>Adverbs of time, place, manner and reason</li> </ul>
	Week 4		<p>Plan a story – setting description.</p> <p>Story plan</p> <p>Story writing</p>	<ul style="list-style-type: none"> <li>-Fronted adverbials</li> <li>-Adjectives to describe characters and settings</li> <li>-Paragraphing</li> <li>-Choice of tense</li> <li>-Pronouns for cohesion</li> </ul>	To entertain	<ul style="list-style-type: none"> <li>Inverted commas.</li> <li>Paragraphing</li> <li>Fronted adverbials</li> <li>Co-ordinating and subordinating conjunctions</li> </ul>
	Week 5	Continue reading the whole book.	Finish story writing	<ul style="list-style-type: none"> <li>-Fronted adverbials</li> <li>-Adjectives to describe characters and settings</li> <li>-Paragraphing</li> </ul>	To entertain	<ul style="list-style-type: none"> <li>Inverted commas.</li> <li>Paragraphing</li> <li>Fronted adverbials</li> </ul>

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				-Choice of tense -Pronouns for cohesion		Co-ordinating and subordinating conjunctions
<p><u>Summer 2</u> <u>6 weeks</u></p>  <p>The Brontës Anna Doherty</p> <p>Non-fiction</p>	<p>Week 1</p>	<p>Predictions about the text using front cover/blurb and information about who the Brontës were.</p> <p>Reading up to and including pages about 'Glass Town'</p>	<p>Informal letter – letter home from boarding school</p>	<p>-Noun phrases -Fronted adverbials -First person -Past tense -Chronological order -Paragraphing</p>	<p>To inform</p> <p>To entertain</p>	<p>Adverbials of place, time, reason. How to use each type and how we can use them in different parts of the sentence.</p> <p>Paragraphing – where to start a new paragraph and how to recognise this.</p>
	<p>Week 2</p>	<p>Recap what has been previously read and then read the rest of the text.</p> <p>Create timeline in books to summarise 5 chosen key points in chronological order.</p>	<p>Continue informal letter</p> <p>Timeline of the events</p> <p>Comparison text planning</p>	<p>-Noun phrases -Adverbials -Prepositional phrases -Writing in the present tense - chronological order</p>	<p>To entertain</p>	<p>Conjunctions paragraphing comparative adverbials third person</p>

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		Reading of example comparative texts.				
	Week 3	ASSESSMENT WEEK				
	Week 4		Comparative writing	-conjunctions -paragraphing -comparative adverbials -third person	To inform	Comparative adverbials and conjunctions. Teaching on what these are and working through example texts to locate them. Practise using them in sentences.
	Week 5	Reading of key pages with information about the Bronte sister they are writing a biography about.	Biography  Book review	-proper nouns -paragraphing -third person -conjunctions -adverbials -chronological order	To inform  To entertain	Writing in the third person. The book is written in this way so use the book to help.  Organisation of paragraphs. When we start a new paragraph and how to organise writing.