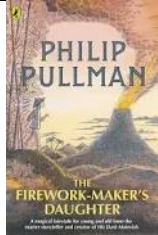

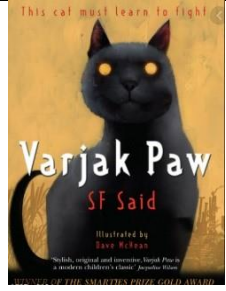
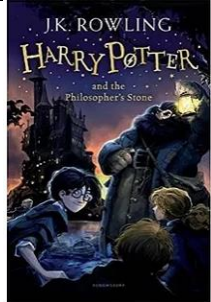
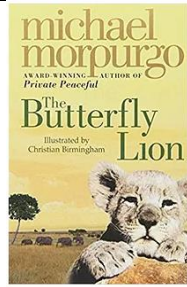
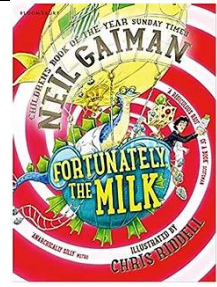


English Writing Long-Term Plan-Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader-Taken from reading spine						
Unit/Book	Poetry-Voice 21 The Flood- Narrative-Write Stuff Non-Chronological Report-Rivers and Mountains-Write Stuff	Incredible Book Eating Boy- Narrative-Write Stuff Explanation Text- Digestion	Charlie and the Chocolate Factory- Narrative-Write Stuff Diary Entry	The Lost Thing- Narrative-Write Stuff Newspaper Report	Bike Boy-Narrative- Write Stuff Poetry	Aladdin-Narrative- Write Stuff Persuasive Advert
Publish			History essay		History essay	
Spelling-Following SCODE I can spell most words correctly (years 3 and 4) -See National Curriculum Appendix (Link below)	SCODE focus sound /ee/ coded ea, ee, ie, ei, e, e_e including curriculum words; breathe, increase, believe, reign, recent, extreme, complete Hip	SCODE focus sound /g/ coded g, gu, gue, gh including curriculum words; grammar, group, guide, guard Hip homophones; grown/groan	SCODE focus sound /l/ coded l, ll including curriculum words; length, learn, library, believe, island, particular, popular, regular, calendar.	SCODE focus sound /u/ coded u, o, ou including curriculum words; woman, purpose, enough, though, although, thought, through	SCODE Apostrophe Academy - Plurals, Irregular & Possession including curriculum words; potatoes, woman, women	SCODE focus sound /k/ coded c, k, -ck, ch, que including curriculum words; continue, calendar, particular, complete, increase, consider, circle,

	<p>homophones; meat/meet, week/weak, steal/steel, bean/been, piece/peace</p> <p>Powerful prefixes; re and ad</p>	<p>focus sound /ai/ coded a_e, a, ai, ay, ey, eigh, ei including curriculum words; separate, favourite, famous, occasion, strange, potatoes, weight, eight, eighth, reign, straight Hip homophones; grate/great, stake/steak, mane/main, pain/pane, mail/male, sale/sail</p> <p>Apostrophe Academy Contractions & Possession</p>	<p>Superb Suffixes; ly</p> <p>focus sound /ar/ coded ar, a, al including curriculum words; heart, guard, separate, regular, peculiar, particular, grammar, popular, forward, calendar, February, library, ordinary, various, actual, answer, natural, imagine, material, favourite, famous, occasion, potato, strange</p>	<p>Superb suffixes; - ous (including recap of -ed, -er, - ing & -est)</p>	<p>focus sound /sh/ coded sh, ch, ti, si, ssi, ci including curriculum words; mention, position, occasion, occasionally, possession, special, question</p> <p>Superb suffixes; - cian, -tion</p>	<p>describe, caught, peculiar, difficult</p>
Punctuation and Grammar	<p>Correct use of capital letters and full stops to demarcate sentences.</p> <p>Capital letters for proper nouns and the pronoun 'I'.</p>	<p>Use of a range of sentences (statement, command, exclamation, and questions) in writing and punctuate correctly.</p>	<p>Use subordinate clauses to write complex sentences.</p> <p>Experiment with a wide range of punctuation-use commas to mark clauses.</p>	<p>Use fronted adverbials for how.</p> <p>Experiment with a wide range of punctuation-brackets.</p>	<p>Use a range of fronted adverbials.</p> <p>Experiment with a wide range of punctuation-ellipsis.</p>	<p>Use nouns, pronouns and tenses accurately and consistently throughout my writing.</p> <p>Use a wide range of punctuation.</p>

	<p>Correct use of question mark.</p> <p>Use expanded noun phrases.</p> <p>Experiment with a wide range of punctuation-commas for listing</p>	<p>Use fronted adverbials for when.</p> <p>Experiment with a wide range of punctuation-commas after fronted adverbials.</p> <p>Use apostrophes for contractions.</p> <p>Use a wider range of conjunctions.</p> <p>Use subordinate clauses to write complex sentences.</p>	<p>Use fronted adverbials for where.</p> <p>Use expanded noun phrases which include 'with' (the strict teacher with curly hair).</p> <p>Use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use correct grammatical structures in sentences (nouns and verbs agree)</p> <p>Use sophisticated conjunctions.</p>	<p>Use effective expanded noun phrases in my writing.</p>	<p>Use a variety of conjunctions.</p>
Handwriting- Following Letter- join-see link below	<p>Ascenders and descenders are correctly formed.</p>	<p>Use diagonal and horizontal strokes needed to join letters.</p> <p>Understand which letters are best left unjoined.</p>	<p>Maintain handwriting with fluency.</p>	<p>Increase legibility, consistency and quality of handwriting.</p>		<p>Write with consistent legibility and quality.</p>
Text Structure and Organisation	<p>Plan writing to ensure clear, logical sequenced ideas.</p>	<p>Plan writing to ensure clear, logical sequenced ideas.</p>	<p>Plan writing to ensure clear, logical sequenced ideas.</p>	<p>Plan writing to ensure clear, logical sequenced ideas.</p>	<p>Plan writing to ensure clear, logical sequenced ideas.</p>	<p>Plan writing to ensure clear, logical sequenced ideas.</p>

	Use paragraphs with clear themes to organise writing.	Use paragraphs with clear themes to organise writing. Use simple and complex sentences.	Use paragraphs with clear themes to organise writing Use simple and complex sentences.	Use paragraphs with clear themes to organise writing	Use paragraphs with clear themes to organise writing	Use paragraphs with clear themes to organise writing Use a range of simple and complex sentences.
Composition and Effect I can write for a range of purposes (stories, myths and legends, plays, recounts, newspaper reports, information texts, persuasive texts, explanation texts and poems) Proof-read for spelling and punctuation errors.	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type.	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type. Use linguistic features to make writing more interesting-similes.	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type. Use linguistic features to make writing more interesting-personification.	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type. Use linguistic features to make writing more interesting-metaphors.	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type. Use a wider range of linguistic features.	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type. Use a wide range of linguistic features.

Spelling National Curriculum Appendix-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Letter-join- <https://www.letterjoin.co.uk/log-in.html>