Writing long Term Planning and Overview

Year 4

Text Type	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction (Texts and Writing Outcomes)	'There's a Boy in the Girls' Bathroom' – Louis Sacher. Write a report in role to Bradley's parents about his behaviour. Letter writing in role of soldier in a battle setting during conflict. Narrative writing	There's a boy in the girls Bathroom' – Louis Sacher Dairy entry as Bradley during emotional encounter with counsellor. Character description of Bradley Chalkers Narrative writing	Anglo Saxon Boy – Tony Bradman Diary entry in role. Narrative based on 'big picture'. Setting description on Magnus' home from Anglo-Saxon Boy	Anglo Saxon Boy – Tony Bradman Character Description of Magnus Playscript of Magnus commanding his troops during battle.	'The Witches' – Roald Dahl. Grimm Fairy Tales (originals) Newspaper article about a child going missing Explanation of how to identify a witch	'The Witches' – Roald Dahl. Grimm Fairy Tales (originals) Diary entry in role Playscript
Non- Fiction (Texts and Writing Outcomes)	Roman history book linked to their invasion. Persuasive Letter for a monitor job in school. Instructions on how to be a Roman soldier. Information poster about the criteria to become a legionary soldier	Roman history book linked to their invasion. Non-fiction sources on the Rainforest. Chronological report on the Roman invasions of Britain. Letter to the Brazilian president about the threats to the Amazon. Non-Chronological report on the layers of the rainforest.	Anglo Saxon Non-Fiction Text. Instructions on how to make an Anglo-saxon wall. Newspaper report on the Anglo-Saxon archaeological discoveries.	Texts to support – Where does our food come from? Non-chronological report on impact of the food industry on the environment. Write a balanced argument describing the advantages and disadvantages of buying local and imported food.	Texts to support – rivers Letter to a local farmer (after class visit to consolidate learning). Information text on looking after our National Park	Texts to support – local history Information leaflets about the Lake district, Newspaper reports linked to our local area Outcome Information writing based on visit and literature/ information material we collected
Poetry (Texts and Writing Outcomes) (1 week)	Poetry – The Tyger by William Blake.			Classic Poetry – Land of Counterpane – RL Stephenson – Outcome - Using the power of imagination and rhyming couplets.		Poetry – The Magic Box by Kit Wright Own poem in same style
Vocabulary, Grammar & Punctuation	• Word: The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, 'we were' instead of 'we was', or I did instead of I done]					

(National Curriculum)	• Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] • Text: Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials • Terminology for pupils: determiner pronoun, possessive pronoun adverbial						
Spelling (Spelling Shed)	1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' 3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' 4. The prefix 'sub-' which means under or below. 5. The prefix 'inter-' means between, amongst or during. The suffix '-ation' is added to verbs to form nouns.	1. The suffix '-ation' is added to verbs to form nouns. 2. Adding –ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '–le' become '–ly.' 3. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' 4. Word with the 'sh' sound spelled ch. These words are French in origin. 5. Adding the suffix '–ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' 6. Adding the suffix –ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with	1. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. 2. The 'ee' sound spelled with an 'i.' 3. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. 4. Challenge Words 5. The 'au' digraph 6. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'	1. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' 2. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' 3. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. 4. Challenge Words 5. Homophones – words which have the same pronunciation but different meanings and/or spellings. 6. The /s/ sound spelled c before 'i' and 'e'.	1. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' 2. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' 3. Prefixes – 'super-' 'anti' and 'auto.' 4. The prefix bi- meaning two. 5. Challenge Words 6. Plural possessive apostrophes.	1. Revision – spelling rules we have learned in Stage 4.

		vowel letters. Sometimes there is no obvious root word though.				