



Writing Long Term Overview

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEXT:	Leon and the Place Between Angela McCallister	The Snow Dragon Vivian French	Shackleton's Journey William Grill	Big Blue Whale Nichola Davies	Escape from Pompeii Christina Balit	FARThER Grahame Baker-Smith
Final Writing Outcome:	Narrative Adventure	Narrative Adventure Diary	Historical Narrative	Non chronological report	Historical Settings	Narrative Adventure Diary Dilemmas /Fantasy

Continuous Skills:

- Plan using features of the given form.
- Plan, draft and orally rehearse writing, including selecting vocabulary and phrases, to engage and interest the reader.
- Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures.
- Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.
- Make appropriate additions, revisions and corrections when proof-reading.
- Use paragraphs to organise information and ideas around theme.
- Use paragraphs to organise and sequence more extended narrative structures.
- Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency.
- Write from memory sentences dictated by the teacher, that include words and punctuation included in the Y3/4 word list
- Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4).
- Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-)
- The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 are mostly accurate.
- Mostly accurate spelling of words from the year 3 /4 wordlist
- Uses dictionaries efficiently
- Punctuation at Y3 standard is used correctly: Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't).

Specific skills:	Create setting, characters and plot in narrative writing including: using details to build character descriptions and evoke a response; developing settings using adjectives and figurative language to evoke time, place and mood.	Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was). Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect).	Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was). Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some	Mostly accurate use of apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat). Some accurate use of possessive apostrophes for plural nouns (e.g. girls', boys', babies'). Some use of determiners to give more detail about	Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/ Inside the castle/ Suddenly). Use simple organisational devices, including headings and sub-headings to aid presentation.	Variety of verb forms used correctly and consistently (past and present tense, progressive and <u>present perfect</u>).
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	<p>(Revision): To understand the terminology 'noun', 'adjective', 'adverb', 'verb', 'preposition' and 'conjunction'.</p> <p>To consolidate the correct use of punctuation, including: full stops, capital letters, exclamation marks and question marks.</p> <p>To express time, place and cause using conjunctions.</p> <p>To identify and use 'subordinate clauses'.</p>	<p>Fronted adverbials to vary sentence structure (later that day, I heard the bad news).</p> <p>Commas after fronted adverbials.</p> <p>Nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence, look at the speedboat with the blue sail).</p>	<p>accurate use of new line for new speaker). Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum).</p>	<p>nouns (e.g. the, a, his, this, my, her, some).</p>	<p>The grammatical difference between plural and possessive.</p>	
Incidental writing:	<p>Response to inference questioning. Setting description. Character description. Predictions. Question responses to text.</p>	<p>Response to inference questioning. Setting description. Interview questions. Thought bubbles/speech bubbles. Picture captions. Diary. Persuasive sentences. Character description. Non chronological report. Letter. Question responses to a text. Setting description. Accurate use of cultural language.</p>	<p>Poetry Form. Predictions. Character sketches. Interviews. Thought bubbles/speech bubbles. Explanations. Directions. Play script. Settings. Build up/tension using an actions, sound effects and emotions. Accurate use of inverted commas in two character conversations. Accurate use of local language / traditional names and place names.</p>	<p>Predictions. Character feelings. Interviews. Thought bubbles/speech bubbles. Explanation. Debate. Diary. Narrative. Build up/tension using an actions, sound effects and emotions. Accurate use of inverted commas in two character conversations. Action verbs. Story plan.</p>	<p>Poster. Interviews. Thought bubbles/speech bubbles. Explanation. Debate. Diary. Narrative. Action verbs. Poem. Checklists. Report. Story maps.</p>	<p>Speech. Thought bubbles. Narrative. Play script. Description. Action. Poster. Poem. Leaflet. Diary.</p>
Revisited genre assessed write:	Baseline assessment	Narrative adventure	Recount	Legend	Non-Chronological report	Settings