

Y4 Writing: Long-Term Plan



	Autumn Term			Spring Term			Summer Term			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Poetry Festival
Focus	Instructions Potions	Story The Impossibly Possible Bookshop (a portal story)	Formal Letters A Letter to Complain	Story Aunt Enid (a mystery story)	Persuasive Advert A Home for an Animal	Story Charlie and the Chocolate Factory (a scene involving a character flaw with a dialogue focus)	Information Text Historical Period	Story The Lost Thing (A finding story based on a picture book)	Teacher Choice based on assessment	
Innovation and Outcome	Children explore model texts relating to a potion to enliven a boring teacher. There is an introduction of four sentences and four steps of two sentences each. Children explore images relating to creating a sleeping potion before writing a set of instructions collaboratively. For their independent application, children explore the process of making a laughing potion (or a potion of their choice) before writing the instructions.	Children explore a model text of the portal story. The model is four paragraphs of roughly four sentences in each paragraph. Children explore images of where the portal could take them, choosing on one destination as a class to write collaboratively. Children explore images of where the portal could take them, choosing one destination to write independently.	The children explore model letters of complaint relating to a soft play area. The model has a three sentence introduction; three body paragraphs of three to four sentences and a two sentence summary. They collaboratively plan a letter complaining about a poor hotel stay. Finally, they experience and write about a poor experience in a restaurant.	Children will explore the four-part mystery story in which a character is sent to live with Aunt Enid. They discover, by finding her secret lair, that Aunt Enid is a mad scientist. Each paragraph is roughly four sentences long. Children change the setting description in two of the sections together and create a collaborative piece in which Aunt Enid is revealed to be a spy. Children explore images of the setting and objects relating to magic so that in their independent writing, she is revealed to become a witch.	Children explore a four-part advert (introduction; first main feature; second main feature; summary) for an animal's habitat before exploring other mentor texts. They learn about the habitat of a second creature and write collaboratively using the same structure. They learn about the habitat of a third creature and write independently using the same structure.	Children explore a three part scene in which Mike Teevee enters the TV room at Willy Wonka's factory (first paragraph, description and entering the room; second paragraph, dialogue; third paragraph, action - What happens to the character?) The children watch and act the same scene with Augustus Gloop before writing a piece collaboratively. The children watch and act the same scene with Verruca Salt before their independent application.	Children explore model texts of historical information texts. They either: collaboratively write three paragraphs of a Roman info text (an introduction and two body paragraphs) for the collaborative writing, then write their own introductions and two different body paragraphs for the independent application. OR They write a non-chron on a different time period for the innovate and plan the Romans for the independent.	Two possibilities here: EITHER Explore and write part of the story together as the collaborative write, then children continue the rest of the story with given success criteria in each section. OR Keep innovating the first few paragraphs of the story, changing the lost thing each time.	Examples might include: An innovation of Carol-Ann Duffy's <i>Lost Happy Endings</i> with a dialogue and description focus A recount of an alien landing. A piece of work linked to the wider curriculum.	
Sentence-level	Recap subordinating conjunctions (before, as, when, if) at the start of a sentence. Recap using I and ?	Use of adverbial phrases at different points in a sentence (manner and place) Expanded noun phrases, adding information BEFORE or AFTER the noun.	Use of adverbial phrases at different points in a sentence (time) Use conjunctions although, even though and whenever at the start of a sentence.	Recap simple speech sentences. Recap expanded noun phrases, adding information BEFORE or AFTER the noun. Recap adverbials at different points in the sentence.	Teach apostrophes for possession (singular and plural). Recap all conjunctions. Recap using -er and -est.	Recap simple speech sentences. Write speech sentences that begin with the reported clause.	Use adverbial phrases and conjunctions in a non-fiction context. Use subheadings and bullet points to organise information.	Recap writing speech sentences that begin with the reported clause. Teach apostrophes for possession (singular and plural).	Guided by assessment	
Assessment Point	Y3 plus Use adverbials effectively at different points within the sentence. Use precise expanded noun phrases.			Use adverbials effectively at different points within the sentence, punctuating accurately in most cases when the adverbial comes at the beginning. Use a range of conjunctions at the beginning and in the middle of sentences. Write speech sentences to create a short, meaningful dialogue between characters.			1. write for a range of purposes and begin to write for a range of audiences. 2. in narratives, integrate descriptive writing, describing settings and characters appropriately using a wider range of strategies as detailed in the NC to Y4. 3. write in logically structured paragraphs mostly accurately; use a variety of organisational features (bullet points, subheadings, captions etc.); and vary the use of nouns and pronouns where necessary for cohesion and clarity, where appropriate. 4. use the range of verb tenses taught to Y4 consistently and correctly, forming many irregular past tense verbs correctly. 5. create meaningful interactions between characters. 6. use the punctuation taught up to Y4 mostly correctly and consistently. 7. use a range of coordinating and subordinating conjunctions, adverbials and prepositional phrases in writing, sometimes varying their position and punctuating them accurately; write in sentences that mostly make sense and are accurately demarcated. 8. spell most words correctly from the Y1-Y3 spelling lists and most words from the Y4 list. 9. mostly maintain legibility in joined handwriting.			