

Year 4 Writing Long Term Plan								
Autumn			Spring			Summer		
Narrative and books used	Fiction- The Butterfly Lion The Queen's nose The Boy at the Back of the Class	Non-fiction Science explanations	Narrative and books used	Fiction- Adventure stories- The Storm The Wind in the Willows	Non-fiction- Newspaper report based on The Storm book Young Gifted and Black	Narrative and books used	Fiction Verjak Paw The Girl Who Stole an Elephant	Non-fiction Writing and performing a play based on Kensuke's Kingdom- Persuasive linked to climate change
Grammar focus	W1 S1 S2 S3 T1 T2 P3 W1 P1 P2		Grammar focus	W1 S1 S2 S3 T1 T2 P3 W1 P1 P2		Grammar focus	Revisit all	
Terminology	Recap of year 2 and 3 terminology particularly punctuating speech and apostrophes for contraction and possession		Terminology	Determiner, pronoun, possessive pronoun, adverbial, formal including prior learning adjective, verbs (focus on effective word choices) Quotation marks		Terminology	Revise all including adverbial phrases	
Big Write opportunities	Setting description- Butterfly Lion	Egyptians- create Egyptian God/ess Non-chronological report on animals linked to science	Big Write opportunities	Setting description of storm Newspaper article about storm	Whole class –narrative Hansel and Gretel - Reviews Persuasive on weather preferences	Big Write opportunities	Setting descriptions- Adventure story linked to Kensuke's kingdom- writing following from chapter Play writing	Formal letter writing Persuasive/report on climate change
Poetry		Poetry through CUSP reading	Poetry	Descriptive poems context- The Storm		Poetry		Poet-poetry appreciation- whole school performance

Grammar – Year 2	
Word	Formation of nouns using suffixes such as –ness, –er and compound nouns e.g. whiteboard Formation of adjectives using suffixes such as ful, less Use of the suffixes –er, –est in adjectives The use of –ly to turn adjectives into adverbs
Sentence	Subordination (when, if, that , because,) and co-ordination (or, and, but) Expanded noun phrases for description and specification Functions- statements, exclamation, question or command
Text	Tense- present and past Tense- past and present progressive- she was shouting, he is drumming
Punctuation	Capital letter, full stops, question marks and exclamation marks Commas to spate items in a list Apostrophes for contractions Apostrophes to mark possessions in nouns 'the girl's shoes'
Terminology	Noun, noun phrase, statement, questions, exclamation, command, suffix, adjective, adverb, verb, tense- past and present, apostrophe, comma

Grammar Year 3	
Word	Formation of nouns using a range of prefixes e.g. super, anti, auto Use of forms a or an before a consonant or vowel e.g. a rock, an egg Word families exploration e.g. solve, solution, solver, dissolve, insoluble
Sentence	Expressing time, place and cause using: <ul style="list-style-type: none"> Conjunctions- when, before, after, while, so because Adverbs- then, next, soon, therefore Prepositions- before, after, during, in, because of
Text	Introduction to paragraphs to group related material Headings and sub-headings to aid presentation Present perfect form of verbs instead of simple past e.g. he has gone out to play contrasted with he went out
Punctuation	Introduce inverted commas to punctuate direct speech
Terminology	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks

Grammar Year 4	
Word	W1 The grammatical difference between plural and possessive –s W2 Standard English forms of verb instead of local forms. E.g. we were, not we was etc.
Sentence	S1 Noun phrases expanded by the addition of modifying adjectives, nouns and S2 Prepositional phrases S3 Fronted adverbials, e.g. Later that day,
Text	T1 Use of paragraphs to organise ideas around a theme T2 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	P1 Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause and ending the punctuation within the inverted commas The conductor shouted, "Sit down!" P2 Apostrophes to mark plural possession e.g. the girl's name, the girls' names P3 Use of commas after fronted adverbials
Terminology	Determiner, pronoun, possessive pronoun, adverbial

Year 4

Working towards the expected standard

The pupil can:

- write for a range of purposes
- begin to use paragraphs
- create settings and characters in narrative†
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings)
- use the range of punctuation taught up to and including Y2 correctly^ and some of the punctuation taught in Y3 and Y4^
- spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list*
- write legibly.¹

Year 4

Working at the expected standard

The pupil can:

- write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)
- create settings, characters and plot in narrative†
- use speech punctuation correctly most of the time
- use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)
- use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)
- use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)
- use the range of punctuation taught up to and including Y4 mostly correctly^ (e.g. commas after adverbials; use of apostrophe)
- spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings
- write legibly and with increasing fluency, paying attention to size and spacing
- maintain the use of joined handwriting² throughout independent writing.

Year 4

Working at greater depth within the expected standard

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- develop character through description, actions and dialogue
- begin to make choices about using sentences of different lengths and types
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

Year 4 Overview

<p>Block 1 Rule: Homophones revisited</p> <p>Etymology: div</p>	<p>Block 2 Rule: The suffix -ation</p> <p>Etymology: mono</p>	<p>Block 3 Rule: The suffix -ly</p> <p>Etymology: poly</p>	<p>Block 4 Rule: Statutory word list</p> <p>Etymology: pro</p>
<p>Block 5 Rule: Prefixes - dis-, mis-, in-, il-, im-, ir- revisited re-, sub-, inter-, super-, anti-, auto-</p> <p>Etymology: sign</p>	<p>Block 6 Rule: Adding suffixes revisited</p> <p>Etymology: nym</p>	<p>Block 7 Rule: Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Etymology: circ(um)</p>	<p>Block 8 Rule: Words with endings sounding like /ʒən/</p> <p>Etymology: arch</p>
<p>Block 9 Rule: Homophones</p> <p>Etymology: struct</p>	<p>Block 10 Rule: Words with endings sounding like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>Etymology: port</p>	<p>Block 11 Rule: The suffix -ous</p> <p>Etymology: vert</p>	<p>Block 12 Rule: Statutory word list revisited</p> <p>Etymology: lat</p>
<p>Block 13 Rule: Words with the /k/ sound spelt ch Words with the /j/ sound spelt ch</p> <p>Etymology: aero</p>	<p>Block 14 Rule: Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</p> <p>Etymology: hydr</p>	<p>Block 15 Rule: Words with the /s/ sound spelt sc</p> <p>Etymology: aud</p>	<p>Block 16 Rule: Words with the /ei/ sound spelt ei, eigh, or ey</p> <p>Etymology: ex</p>