



South Gosforth First School - English
Year 4 – Writing Long Term Plan



Term Autumn 1	Autumn 1 (First Unit)	Autumn 1 (Second Unit)
Writing Outcome	The Writing Framework – Sentence Level Work Transcription, Dictation & Handwriting	Information Text (T4W)
Model Text	Sentences linked to History topic – The Romans	Rotten Romans (Terry Deary)
Reading Comprehension Learning Outcomes	Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, reference and textbooks. • identifying themes and conventions in a wide range of books. • reading books that are structured in different ways and reading for a range of purposes. • discussing words and phrases that capture the reader's interest and imagination. Understand what they read, in books they can read independently, by: • identifying main ideas drawn from more than one paragraph and summarising these.	Develop positive attitudes to reading and understanding of what they read by: • reading books that are structured in different ways and reading for a range of purposes. • discuss a wide range of non-fiction and reference books. • use dictionaries to check the meaning of words they have read. Understand what they read, in books they can read independently, by: • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure, and presentation contribute to meaning. • Retrieve and record information from non-fiction.
Writing Learning Outcomes	• Consolidate pupil's writing skills from Year 3, including their grasp of sentence structure and use of punctuation. • Spell words as accurately as possible using phonic knowledge and other knowledge of spelling, such as morphology and etymology. • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Spell words which are often misspelt. • Introduce the use of the possessive apostrophe with regular plurals and in words with irregular plurals. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Organise paragraphs around a theme. • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements.
Talk for Writing Tool Kit Progression of Skills		• Collect and organise ideas developing the three part structure 'boxing-up' information to plan the writing sequence with: ○ a topic sentence to capture interest and define subject; ○ a reason and/or invitation to read on; ○ more detailed definitions e.g. of type, appearance, where found etc. ○ a range of interesting facts and ideas about the topic in a sequence which builds up information logically; ○ a conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking. • Use correct punctuation; commas to mark clauses in sentences, commas for lists, colons and bullet points for lists where appropriate. • Use mostly present tense, 3rd person in formal style for an unknown audience. • Collect and use specialised and technical vocabulary linked to the topic. • Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested.



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Term Autumn 2	Autumn 2 (First Unit)	Autumn 2 (Second Unit)
Writing Outcome	Poetry	Explanation Text (T4W)
Model Text	Tell Me a Dragon by Jackie Morris	Wallace and Gromit Cracking Contraption video
Reading Comprehension Learning Outcomes	Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of poetry. • identifying themes and conventions in a wide range of books, preparing poems to read aloud, showing understanding through intonation, tone, volume and action. • using dictionaries to check the meaning of words they have read. • discussing words and phrases that capture the reader's interest and imagination. Understand what they read, in books they can read independently, by: • identify how language, structure and presentation contribute to meaning. • asking questions to improve their understanding of a text. • identifying how language, structure and presentation contribute to meaning. • Recognise different forms of poetry.	Develop positive attitudes to reading and understanding of what they read by: • reading books that are structured in different ways and reading for a range of purposes. Understand what they read, in books they can read independently, by: • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction.
Writing Learning Outcomes	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. • Proofread for spelling and punctuation errors. • Choose nouns appropriately for clarity and cohesion and to avoid repetition.	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • In non-narrative material, use simple organisational devices (for example, headings and sub-headings). • Assess the effectiveness of their own and others' writing and suggesting improvements. • Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.
Talk for Writing Tool Kit Progression of Skills	• Invent fresh similes and experiment with word play and alliteration. • Choose words with care and create interesting word combinations. • Use precise nouns (name it). • Build a picture - by describing so the reader can 'see', hear and feel the experience. • Show not tell - use concrete description so that the reader can visualise, experience and feel a mood or atmosphere avoiding telling the reader what to feel. • Use metaphors - create metaphors by starting with a simile. • Invent new, true metaphors from close observation. • Experiment with personification.	• Extend use of three-part text structure, boxing up the text: - general statement to introduce the topic, e.g. in the autumn some birds migrate - a series of logical steps explaining how or why something occurs, e.g. because the days get shorter and there is less light..., - steps continue until the explanation is complete. • Collect and use a range of connectives and generalisers to line - for emphasis: most of all..., most importantly..., In fact..., without doubt..., - to generalise e.g. all..., many..., the majority..., typically..., Like most..., always..., often..., sometimes..., usually... • Use descriptive language to illustrate key points and help the reader build a picture of what is being explained.



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Term Spring 1	Spring 1 (First Unit)	Spring 1 (Second Unit)
Writing Outcome	The Writing Framework – Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Conquering the Monster Tale – T4W)
Model Text	Sentences linked to Robinwood Residential	Theseus and the Minotaur
Reading Comprehension Learning Outcomes	Develop positive attitudes to reading and understanding of what they read by: • reading books that are structured in different ways and reading for a range of purposes. Understand what they read, in books they can read independently, by: • asking questions to improve their understanding of a text. • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction.	Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • identifying themes and conventions in a wide range of books. • discussing words and phrases that capture the reader's interest and imagination. Understand what they read, in books they can read independently, by: • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identify how language, structure and presentation contribute to meaning.
Writing Learning Outcomes	• Introduce the use of fronted adverbials. • Develop the use of commas after fronted adverbials. • Indicate possession by using the possessive apostrophe with plural nouns. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Develop the use of inverted commas and other punctuation to indicate direct speech. • Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases. • Develop the use of the present perfect form of verbs in contrast to the past tense. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Draft and write in narratives, by creating settings, characters and plot. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Develop their understanding of the concepts by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use conjunctions, adverbs and prepositions to express time and cause. • Use fronted adverbials. • Use commas after fronted adverbials. • Proof-reading for spelling and punctuation errors.
Talk for Writing Tool Kit Progression of Skills		• Use small details to hint at what a character might be like and provoke a response from the reader. • Use comparatives and superlative in character description. • Use drama activities (e.g. thought tracking, conscience alley etc) to further explore a character's own thoughts, feelings, actions and dilemmas and use this to inform consistency in writing. • Use subordination for effect in description. • Use dialogue punctuation effectively and develop use and movement of speech verbs.



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Term Spring 2	Spring 2 First Unit	Spring 2 (Second Unit)
Writing Outcome	Discussion Text (Improving the local area of Gosforth – T4W)	
Model Text	Model discussion text	
Reading Comprehension Learning Outcomes	Develop positive attitudes to reading and understanding of what they read by: • discussing a wide range of non-fiction discussion texts. • reading books that are structured in different ways and reading for a range of purposes. Understand what they read, in books they can read independently, by: • asking questions to improve their understanding of a text. • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction texts.	
Writing Learning Outcomes	• Plan what they are going to write in order to understand and learn from its structure, vocabulary and grammar. • Organise paragraphs around a theme. • Evaluate and edit writing by assessing the effectiveness of their own writing and others' writing and suggesting improvements. • Use the present perfect form of verbs in contrast to the past tense. Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.	
Talk for Writing Tool Kit Progression of Skills	• Use complex sentences to combine information, create emphasis and make the text more interesting for the reader. • Use generalised language to depersonalise and objectify the writing (e.g. using generalisers and category nouns). • Use a variety of connecting words and phrases to guide the reader through the argument. • Use correct punctuation for sentences, clauses, questions and exclamations.	



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Term Summer 1	Summer 1 (First Unit)	Summer 1 (Second Unit)
Writing Outcome	The Writing Framework – Sentence Level Work Transcription, Dictation & Handwriting	Biography (George Stephenson – T4W)
Model Text	Sentences linked to History topic – The Victorians	Model biography text
Reading Comprehension Learning Outcomes	Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of non-fiction. • using dictionaries to check the meaning of words they have read. • discussing words and phrases that capture the reader's interest. Understand what they read, in books they can read independently, by: • identify how language, structure and presentation contribute to meaning. • asking questions to improve their understanding of a text. • Identifying main ideas drawn from more than one paragraph and summarising these.	Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of biographies and reference books. • reading books that are structured in different ways and for reading for a range of purposes. Understanding what they read, in books they can read independently, by: • asking questions to improve their understanding of a text. • identifying main ideas drawn from more than one paragraph and summarising these. • participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Writing Learning Outcomes	• Use inverted commas and other punctuation to indicate direct speech. • Indicate possession by using the possessive apostrophe with plural nouns. • Use the first two or three letters of a word to check its spelling in a dictionary. • Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. • Confidently use conjunctions, adverbs and prepositions to express time and cause. • Apply their knowledge of root words, prefixes and suffixes. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Plan what they are going to write in order to understand and learn from its structure, vocabulary and grammar. • Organise paragraphs around a theme. • Evaluate and edit writing by assessing the effectiveness of their own writing and others' writing and suggesting improvements. • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. • Propose changes to grammar and vocabulary to improve consistency.
Talk for Writing Tool Kit Progression of Skills		• Use a more sophisticated range of generalisers and connectives: – generalisers e.g. <i>all...</i>, <i>many...</i>, <i>the majority...</i>, <i>typically...</i>, <i>like most...</i>, <i>always...</i>, <i>often...</i>, <i>sometimes...</i>, <i>usually...</i> – to add further information: <i>as well as...</i>, <i>furthermore...</i>, <i>additionally...</i>, <i>moreover...</i>, <i>not only...</i> – showing cause and effect: <i>because...</i>, <i>so...</i>, <i>as a result...</i>, <i>due to...</i>, <i>this means that...</i> – to compare: <i>like the....</i>, <i>similarly...</i>, <i>as with...</i>, <i>equally...</i>, <i>in contrast to...</i>, <i>etc.</i> – for emphasis: <i>most of all...</i>, <i>most importantly...</i>, <i>in fact...</i>, <i>without doubt...</i> <i>etc.</i> • Use correct punctuation: commas to mark clauses in sentences, commas for lists, colons and bullets for lists where appropriate. • Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested.



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Term Summer 2	Summer 2 (one unit this half term)	
Writing Outcome	Narrative (Meeting Tale – T4W)	
Model Text	The Promise by Nicola Davies	
Reading Comprehension Learning Outcomes	Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction. • identifying themes and conventions in a wide range of books. • discussing words and phrases that capture the reader's interest and imagination. Understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Asking questions to improve their understanding of a text. • Identifying how language, structure and presentation contribute to meaning.	
Writing Learning Outcomes	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. • Proof read for spelling and punctuation errors. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use and punctuate direct speech.	
Talk for Writing Tool Kit Progression of Skills	• Use comparatives and superlatives in character description. • Use subordination for effect in description e.g. <i>Exhausted by his busy night, the boy collapsed into bed. The young girl, who longed for a little attention, smiled at the old woman.</i> • Vary the length of sentences for effect when writing. • Explore how the reactions and thoughts of other characters towards a main character can reveal much to the reader. • Use three actions for impact. • Let the reader see how the character is reacting e.g. <i>He doubled up in pain.</i>	