

## Medium term plan for Writing



Year 4	Objectives to be simmering throughout the year.
	<ul style="list-style-type: none"><li>• Using some simple organisational devices in non-fiction: headings, sub-headings</li><li>• Creating appropriate settings in narratives.</li><li>• Creating appropriate characters in narratives.</li><li>• Creating appropriate plots in narratives.</li><li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>• Using expanded noun phrases containing modifying adjectives.</li><li>• Using simple preposition phrases (a group of words with a preposition as the head followed by a noun, pronoun or noun phrase e.g. He was <u>in bed</u>. I met them <u>after the party</u>.)</li><li>• <b>Using conjunctions and adverbs to express time and cause.</b></li><li>• Using conjunctions for coordination: and, but, or</li><li>• Using fronted adverbials</li><li>• Using the past and present tense correctly.</li><li>• Using the progressive form of verbs appropriately. (e.g. is walking, are running – form of be + present tense verb).</li><li>• Making mostly accurate use of: capital letters, full stops, question marks, exclamation marks, commas for lists.</li><li>• Spelling most words with contracted forms*</li><li>• Spelling most words correctly (years 3 and 4).</li><li>• Producing legible, joined handwriting.</li><li>• <b>Understand which letters, when adjacent to one another, are best left unjoined.</b></li><li>• Proof-read for spelling and punctuation errors</li><li>• Write from memory simple sentences, dictated by the teacher, that include words from the years 3 and 4 word list and punctuation taught so far.</li><li>• <b>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</b></li></ul>

	Autumn	Spring	Summer
<b>Composition</b>	<ul style="list-style-type: none"> <li>Partake in pupil-led discussions about writing that is similar to that which they are planning to write, in order to understand the structure, vocabulary and grammar of the text type.</li> <li>Record key ideas shared in pupil-led discussions about writing.</li> <li>Using paragraphs to organise ideas around a theme.</li> <li>Some evidence of viewpoint, e.g. use of authoritative voice or some evaluative comment, but may not be maintained.</li> <li>Draft and write by composing and rehearsing sentences orally (including dialogue).</li> </ul>	<ul style="list-style-type: none"> <li>Confidently and purposefully assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>Confidently and purposefully proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>Beginning to show consideration for the purpose and audience when making decisions about the form of their writing.</li> <li>Endings are developed and of an appropriate length.</li> <li>Non-narrative texts include an introduction, ordered sections and a brief conclusion, as well as other organisational devices.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Confidently show consideration for the purpose and audience when making decisions about the form and pace of their writing.</li> <li>Writer's viewpoint is established but may not be maintained.</li> </ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>Beginning to apply what they have learnt about Standard English and non-Standard English (e.g. in writing dialogue for characters and differentiating between local dialects – should have instead of should of, would have instead of would of).</li> <li>Using the coordinating conjunction 'so'</li> <li>Using and punctuating direct speech accurately.</li> <li>Beginning to use powerful verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>Using the present perfect form of verbs in contrast to the past tense (e.g. has walked, have run – form of have + past tense verb).</li> <li>Using prepositions to express time and cause.</li> <li>Starting to use commas after fronted adverbials.</li> <li>Indicating possession by using the</li> </ul>	<ul style="list-style-type: none"> <li>Confidently using commas after fronted adverbials.</li> <li>Indicating possession by using the possessive apostrophe with singular and regular/irregular plural nouns (e.g. girls'/children's).</li> </ul>

	<ul style="list-style-type: none"> <li>Using the correct form of 'a' and 'an'.</li> </ul>	<p>possessive apostrophe with singular and regular plural nouns (e.g. girls').</p> <ul style="list-style-type: none"> <li>Beginning to use a wider range of powerful verbs.</li> </ul>	
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Use a wide range of prefixes and suffixes and understand how to add them (English Appendix 1).</li> <li>Form nouns using prefixes (super-, anti-)</li> <li>Group words into word families based on form and meaning (e.g.solve, solution, dissolve, insoluble).</li> <li>Apply skills for the use of a dictionary to spell words that are often misspelt (English Appendix 1).</li> <li>Ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>Spell further homophones.</li> <li>Ensuring that the downstrokes of letters are parallel and equidistant.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling is usually accurate, demonstrating a deep understanding of a wide range of spelling rules and word families.</li> <li>Beginning to use a thesaurus to up-level basic vocabulary.</li> </ul>