Year 4 Woodland Writing LTP



	Year 3 and 4 Writing National Curricu	lum					
Transcription: Spelling	Pupils should be taught to:						
See English Appendix 1	 Use further prefixes and suffixes and understand how to add them (<u>English Appendix 1</u>) 						
	Spell further homophones						
	Spell words that are often misspelt (English Appendix 1)						
	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys' Head the first translation of the second control of the second co	and in words with irregular plurals [for example, children's]					
	 Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuatio 	n taught so for					
	• Write from memory simple sentences, dictated by the teacher, that include words and punctuation	n taught so far.					
Transcription: Handwriting	Pupils should be taught to:						
	Use the diagonal and horizontal strokes that are needed to join letters and understand which letter						
		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].						
Composition	Pupils should be taught to:						
See English Appendix 2	 Plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and 	Hearn from its structure, vesabulary and grammar					
	* discussing writing similar to that which they are planning to write in order to understand and	reall from its structure, vocabulary and granninal					
	Draft and write by:						
	* composing and rehearsing sentences orally (including dialogue), progressively building a vari	ed and rich vocabulary and an increasing range of sentence structures (English Appendix 2)					
	* organising paragraphs around a theme. Appendix 2 wording for: Year 3 - 'Introduction to par						
	* in narratives, creating settings, characters and plot. (Further note: This is objective is broken						
	* in non-narrative material, using simple organisational devices [for example, headings and su	b-headings]					
	Evaluate and edit by:						
	* assessing the effectiveness of their own and others' writing and suggesting improvements						
	* proposing changes to grammar and vocabulary to improve consistency, including the accura	te use of pronouns in sentences					
	Proof-read for spelling and punctuation errors						
	• Read aloud their own writing, to a group or the whole class, using appropriate intonation and con-	trolling the tone and volume so that the meaning is clear.					
Vocabulary, grammar and	Pupils should be taught to:						
punctuation	 Develop their understanding of the concepts set out in <u>English Appendix 2</u> by: * extending the range of sentences with more than one clause by using a wider range of conju 	netions including when if because although					
See English Appendix 2	* using the present perfect form of verbs in contrast to the past tense	fictions, including when, ii, because, although					
	* choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition A	nnendix 2 states. 'within and across sentences'					
	* using conjunctions, adverbs and prepositions to express time, place and cause See National						
	* using fronted adverbials						
	* learning the grammar for years 3 and 4 in English Appendix 2						
	Indicate grammatical and other features by:						
	* using commas after fronted adverbials						
	* indicating possession by using the possessive apostrophe with plural nouns						
		ed commas to punctuate direct speech.' Year 4 – 'Use of inverted commas and other punctuation to					
	indicate direct speech.'						
	Use and understand the grammatical terminology in <u>English Appendix 2</u> accurately and appropri	·					
	Additional detail mentioned in Appendix 2	Additional detail mentioned in Appendix 2					
	* Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>an</u> open box]	* Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]					
	* Word families based on common words, showing how words are related in form and meaning [for	* Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases					
	example, solve, solution, solver, dissolve, insoluble]	(e.g. the teacher expanded to: the strict maths teacher with curly hair)					
	* Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct	* Terminology: determiner, pronoun, possessive pronoun, adverbial					
	speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	Vi vincenta e presenta de la companya del companya della companya					

Year 4 Writing LTP

Autumn term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Class Text							Rom	an Tales				·		
Writing Outcom e	Teacher	Fiction Loosing Story						Fiction Beating the monster story			Non Fi Inform			
Writing Hook	discretion	Extract from 'Escape from Pompei' (TWS) Why do volcanoes erupt? (Geography topic) Teacher discretion Firework makers daughter extract (When she beats Razvani)						Roman (History		Teacher Discretion				
Compositi		they are plunderstand vocabulary discussing Draft and write composing orally (including a variance asistructures in narrative and plot. Evaluate and e	writing similar to lanning to write id and learn from and grammar and recording id e by: g and rehearsing uding dialogue), varied and rich ving range of sent es, creating setti	n order to its structure, eas sentences progressively ocabulary and ence ngs, characters	to that wh planning to underst from its str vocabulary discussing ideas Draft and write composing rehearsing orally (includialogue), building a vocabulary increasing sentence s in non-narrusing simp organisation Evaluate and e Proof-reac	writing similar ich they are o write in order and and learn ructure, and grammar and recording e by: g and sentences uding progressively varied and rich and an range of structures rative material, le onal		they are play understand vocabulary discussing a vocabulary to composing orally (inclue building a vocabulary) in narrative and plot. (Evaluate and e Proof-read errors. assessing the and others' improvement of the proposing of vocabulary.	writing similar to anning to write and learn from and grammar and recording ice by: and rehearsing uding dialogue), varied and rich waried and rich war range of sent es, creating setting the effectiveness writing and sugner to the effectiveness writing and sugner range range and sugner range and sugner range and sugner range ran	in order to a its structure, leas leas sentences progressively rocabulary and sence angs, characters punctuation of their own ggesting mar and sistency,	that which the to write in ord understand as structure, voc grammar discussing and ideas Draft and write b composing an sentences ord dialogue), probuilding a var vocabulary an range of sente in non-narraticusing simple of their own and suggesting improvement proposing chargrammar and improve cons	iting similar to ey are planning der to and learn from its cabulary and d recording y: ad rehearsing filly (including fired and rich find an increasing fince structures five material, forganisational fires fires spelling and firerors. fireffectiveness of fill others' writing files fires anges to fill vocabulary to fistency, faccurate use of		

Vocabular y Grammar Punctuati on	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. using conjunctions, adverbs and prepositions to express time, place and cause Use paragraphs to organise ideas.	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time, place and cause Use paragraphs to organise ideas. Use commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns 	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. using conjunctions, adverbs and prepositions to express time, place and cause Using fronted adverbials Use paragraphs to organise ideas. 	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time, place and cause Use paragraphs to organise ideas. Use commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns 						
Ongoing discrete skills	iscrete Increase the legibility, consistency and quality of their handwriting									

Spring term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Class Text	The Boy Who Cried Horse/Greek Myths												
Writing Outcome	Haiku Poetry	Fiction Poetry Fantasy story				Fiction mation	Fiction Warning story			Non Fi Persu	Teacher		
Writing Hook	Spring	Extract from Who Let the Gods Out				et Greeks ry Topic)	The boy who cried horse			TWS - holiday brochure Visit Athens		Discretion	
Composition	Plan their writing by: • discussing and recording ideas Draft and write by: • composing and rehearsing	 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 			which they are in order to un from its struct and grammar. discussing an Draft and write be composing are sentences or an in order to the composition of the composi	iting similar to that e planning to write derstand and learn ture, vocabulary d recording ideas y:	 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 			Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including			

dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	 Proof-read for spelling and punctuation errors. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	 in non-narrative material, using simple organisational Evaluate and edit by: Proof-read for spelling and punctuation errors. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences extending the range of sentences with more than one clause by using a wider range of conjunctions, including 	 Proof-read for spelling and punctuation errors. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	 in non-narrative material, using simple organisational Evaluate and edit by: Proof-read for spelling and punctuation errors. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, 	
Vocabulary Grammar Punctuation Common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. using conunctions, adverbs and prepositions to express time, place and cause Using fronted adverbials Use paragraphs to organise ideas. Using and punctuating direct speech. 	 when, if, because, although using conunctions, adverbs and prepositions to express time, place and cause Use paragraphs to organise ideas. Use commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns 	 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. using conunctions, adverbs and prepositions to express time, place and cause Using fronted adverbials Use paragraphs to organise ideas. Using and punctuating direct speech. 	 if, because, although using conunctions, adverbs and prepositions to express time, place and cause Use paragraphs to organise ideas. Use commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns 	

Summer term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Class Text	Shackleton's Journey/Trapped in Ice												
	List Poetry Fiction			Non Fig	ction		Fiction		Non Fiction				
Writing Outcome		Journey story		Recount (Bio Shackle		Suspense story		Discussion		Teacher D	Discretion		
Writing Hook			Ice Trap		Documentary on Shackleto		Dracula's Whitby (Literacy Shed video)		Should Zoos be banned?				

	Plan their	Plan their writing hy	Plan their writing by:	Plan their writing hy:	Plan their writing by:
Composition	Plan their writing by: discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures in narratives, creating settings, characters and plot. Evaluate and edit by: Proof-read for spelling and punctuation errors. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures in non-narrative material, using simple organisational Evaluate and edit by: Proof-read for spelling and punctuation errors. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures in narratives, creating settings, characters and plot. Evaluate and edit by: Proof-read for spelling and punctuation errors. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures in non-narrative material, using simple organisational Evaluate and edit by: Proof-read for spelling and punctuation errors. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Vocabulary Grammar Punctuation	Understand word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. using conjunctions, adverbs and prepositions to express time, place and cause Using fronted adverbials Use paragraphs to organise ideas. Using and punctuating direct speech. 	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time, place and cause Use paragraphs to organise ideas. Use commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns 	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. using conjunctions, adverbs and prepositions to express time, place and cause Using fronted adverbials Use paragraphs to organise ideas. Using and punctuating direct speech. 	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time, place and cause Use commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns
Ongoing discrete skills	Increase the le	nal and horizontal strokes that are needed to join le egibility, consistency and quality of their handwriting ish forms for verb inflections instead of local spoken	B	when adjacent to one another, are best left unjoine	d