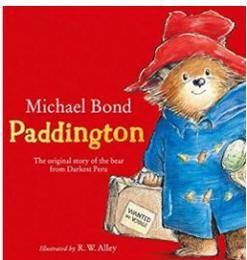
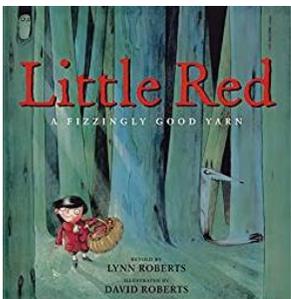
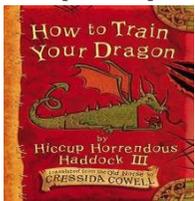
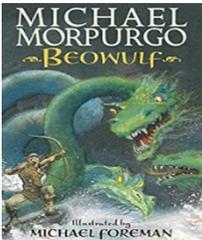
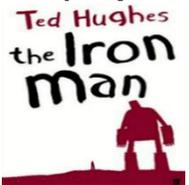
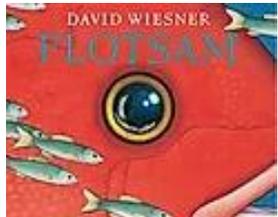
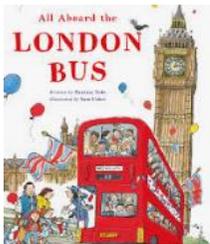
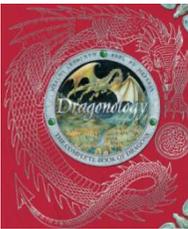
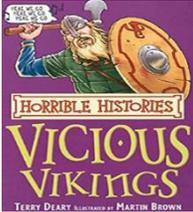
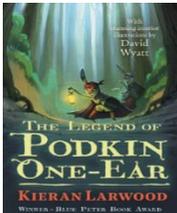
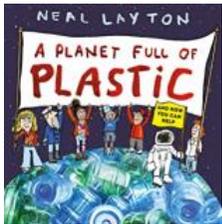


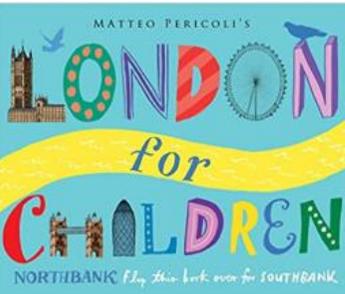
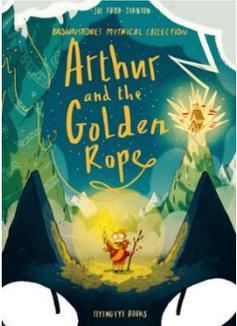
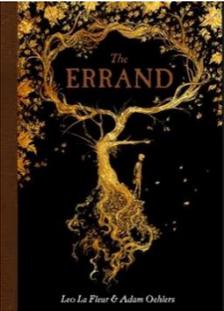
Year 4 Writing Long Term Overview

Concept: Curiosity		Concepts: Law, rights, justice		Concept: Change	
London	Journeys	Dragons	Invaders and settlers	Myths & Monsters	Seas & Coasts
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Paddington by Michael Bond (heritage)</p>  <p>Outcome: Write a postcard from Paddington to his Aunt about his time in London</p>	<p>Text: Little Red by Lynn Roberts (traditional)</p>  <p>Outcome: Write an traditional tale with a twist</p>	<p>Text: How to train your dragon by Cressida Cowell (novel)</p>  <p>Outcome: Write a narrative description when Hiccup is entering the dragon's cave for the first time</p>	<p>Text: Beowulf by Michael Morpurgo (myth)</p>  <p>Outcome: Write a diary entry from the perspective of Lord Hrothgar or Grendel</p>	<p>Text: The Iron Man by Ted Hughes (complexity of plot)</p>  <p>Outcome: Write the first chapter from the perspective of The Iron Man</p>	<p>Text: Flotsam by David Wiesner</p>  <p>Outcome: Write a description of one of the sea creatures the boy photographs</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Year 3: increase the legibility, consistency and quality of their handwriting [for example, 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]</p> <p>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</p>	<p>Year 3: In narratives, creates settings, characters and plots</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>Organise writing into logical chunks and write coherent series of linked sentences for each</p>	<p>Year 4: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with the curly hair</p> <p>In narratives, creates settings, characters and plot</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p> <p>using and punctuating direct speech</p>	<p>Year 4: Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with the curly hair</p> <p>Use fronted adverbials followed by a comma</p>	<p>Year 4: In narratives, creates settings, characters and plot</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p> <p>Use a varied and rich vocabulary</p>	<p>Year 4: In narratives, creates settings, characters and plot</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with the curly hair</p> <p>Use a varied and rich vocabulary indicating possession by using the possessive apostrophe with plural nouns</p>

Year 4 Writing Long Term Overview

<p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Spell further homophones and understand their meaning</p> <p>Vary nouns and pronouns to avoid repetition</p>	<p>In narratives, creates settings, characters and plots</p>				
<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>
<p>Text: All aboard the London bus by Patricia Toht (P)</p>  <p>Outcome: Use the structure of the poems to write their own version based on a London landmark</p>	<p>Text: The Magic School Bus (video)</p>  <p>Outcome: Write an explanation of how the digestive system works</p>	<p>Text: Dragonology: the complete book of dragons.</p>  <p>Outcome: Write a non-chronological report on how to care for a dragon</p>	<p>Text: Horrible histories – Vicious Vikings (NF)</p>  <p>Outcome: Write a newspaper report on King Alfred the Great.</p>	<p>Text: The legend of Podkin one ear by Kieran Larwood (novel)</p>  <p>Outcome: A character description of a new character Podkin meets (owl)</p>	<p>Text: A planet full of plastic by Neal Layton (NF)</p>  <p>Outcome: Write a persuasive letter to a supermarket to reduce their plastic consumption</p>
<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>
<p>Year 3: 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</p>	<p>Year 3: use some variation in sentence types (statements, questions, exclamation and commands).</p>	<p>Year 4: Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although</p>	<p>Year 4: Writing is clear in purpose</p> <p>Non-narrative material uses simple organisational devices</p>	<p>Year 4: Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p>	<p>Year 4: Writing is clear in purpose</p> <p>Non-narrative material uses simple organisational devices</p>

Year 4 Writing Long Term Overview

<p>spell words that are often misspelt (English Appendix 1)</p> <p>Spell further homophones and understand their meaning</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Organise writing into logical chunks and write coherent series of linked sentences for each</p> <p>Organise paragraphs around a theme</p> <p>Expansion of detail/events may be supported through vocabulary (technical, vivid language) and explanation</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Non-narrative material uses simple organisational devices</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p> <p>Organise paragraphs around a theme</p> <p>using and punctuating direct speech</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with the curly hair</p> <p>Use fronted adverbials followed by a comma</p>	<p>Organise paragraphs around a theme</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p>
<p style="text-align: center;">Learning Journey 3</p>	<p style="text-align: center;">Learning Journey 3</p>	<p style="text-align: center;">Learning Journey 3</p>	<p style="text-align: center;">Learning Journey 3</p>	<p style="text-align: center;">Learning Journey 3</p>	<p style="text-align: center;">Learning Journey 3</p>
<p>Text: London for children by Matteo Pericoli (NF)</p>  <p>Outcome: Write a non-chronological report on London landmarks presented as a squash book</p>	<p>Text: Coming Home by Michael Morpurgo (poetic narrative)</p>  <p>Outcome: Write a short narrative of a homeward journey based on an animal of choice using</p>	<p>Text: The Dragon Slayer (video Literacy Shed)</p>  <p>Outcome: Write a narrative description of the scene between the Dragon slayer and the dragon</p>	<p>Text: Arthur and the golden rope by Joe Todd-Stanton</p>  <p>Outcome: Write a letter to Professor Brownstone requesting to visit the</p>	<p>Text: The Errand by Leo LaFleur</p>  <p>Outcome: Write a set of instructions from the witch to the boy building suspense</p>	<p>Text: Silver by Walter de la Mare (P)</p>  <p>Outcome: Use the structure of the poems to write own poem based on the four seasons</p>

Year 4 Writing Long Term Overview

	the imitable structure of Coming home		Brownstone family vault		
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Year 3: 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</p> <p>Organise writing into logical chunks and write coherent series of linked sentences for each</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Year 4: Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Non-narrative material uses simple organisational devices</p>	<p>Year 3: 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</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Year 4: Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although</p> <p>Organise paragraphs around a theme</p> <p>In narratives, creates settings, characters and plots</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>	<p>Year 4: Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Use fronted adverbials followed by a comma</p> <p>Organise paragraphs around a theme</p> <p>using and punctuating direct speech</p>	<p>Year 4: Writing is clear in purpose</p> <p>Use fronted adverbials followed by a comma</p> <p>Non-narrative material uses simple organisational devices</p> <p>Organise paragraphs around a theme</p>	<p>Year 4: Writing is clear in purpose</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although</p> <p>Use fronted adverbials followed by a comma</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Use a varied and rich vocabulary</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p>