



## Huyton with Roby C.E. Primary School

### YEAR 4 WRITING PURPOSES LONG TERM PLAN 2023-2024

Most writing types can be categorised as ‘persuasion’, ‘information/explanation’ or ‘entertainment’. With this in mind, every half term a text type from each genre must be taught. The text types taught will be decided upon based on the selected text/ media being used. Teachers need to keep abreast of the breadth of text types they are covering to ensure a board and balanced curriculum.

	<b>AUTUMN 1</b> 5.9.23 – 27.10.23 (8 weeks)		<b>AUTUMN 2</b> 6.11.23– 20.12.23 (6 weeks)			<b>SPRING 1</b> 3.1.27 - 9.2.24 (5 weeks)	<b>SPRING 2</b> 19.2.24-28.3.24 (6 weeks)		<b>SUMMER 1</b> 15.4.24 - 24.5.24 (6 weeks)	<b>SUMMER 2</b> 3.6.24 - 19.7.24 (7 weeks)	
<b>Text</b>	The Iron Man by Ted Hughes (5 weeks)	Whole school text – <b>Change Sings (poetry unit)</b>	FaRther by Graham Baker Smith (2 weeks)	Soar (2 weeks)	Kevin the Carrot 2019 (Film Clip Literacy Shed <a href="https://www.literacyshed.com/greatestkevin.html">https://www.literacyshed.com/greatestkevin.html</a> )	Winter’s Child by Angela McAllister (5 weeks)	The Selfish Giant by Oscar Wilde (3 Weeks)	Escape from Pompeii (3 weeks)	The Lion and the Unicorn by Shirley Hughes (5 weeks)	The Nothing to See Here Hotel (5 weeks)	The Windmill Farmer (2 week Film Clip Literacy Shed) <a href="https://www.literacyshed.com/windmillfarmer.html">https://www.literacyshed.com/windmillfarmer.html</a>
<b>Writing Outcomes</b>	<p><b><u>The Iron Man</u></b></p> <ul style="list-style-type: none"> <li>Menu</li> <li>Descriptive writing</li> <li>Persuasive Letter</li> </ul> <p><b><u>Change Sings</u></b></p> <ul style="list-style-type: none"> <li>Poetry</li> <li>Persuasive Letter</li> </ul>		<p><b><u>FaRther</u></b></p> <ul style="list-style-type: none"> <li>Recounts -</li> <li>Diary</li> </ul> <p><b><u>Soar (Literacy Shed)</u></b></p> <ul style="list-style-type: none"> <li>Character Description</li> </ul> <p><b><u>Kevin the Carrot</u></b></p> <ul style="list-style-type: none"> <li>News report</li> </ul>			<p><b><u>Winter’s Child</u></b></p> <ul style="list-style-type: none"> <li>Descriptive Writing</li> <li>Sequel (Spring Setting)</li> </ul>	<p><b><u>The Selfish Giant</u></b></p> <ul style="list-style-type: none"> <li>Narrative</li> </ul> <p><b><u>Escape from Pompeii</u></b></p> <ul style="list-style-type: none"> <li>Diary entry</li> <li>non-chronological report</li> </ul>		<p><b><u>The Lion and the Unicorn</u></b></p> <ul style="list-style-type: none"> <li>Letters</li> <li>Character and setting descriptions,</li> <li>Non-chronological report</li> <li>Historical narrative</li> </ul>	<p><b><u>The Nothing to See Here Hotel</u></b></p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Newspaper</li> <li>Poetry</li> <li><b><u>The Windmill Farmer</u></b></li> <li>Metaphor poetry</li> <li>Personification poetry</li> <li>Formal letter with emotive language</li> <li>Informal letter</li> <li>Narrative short story</li> <li>Instructions</li> </ul>	
<b>SPELLING</b>	<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Prefixes super, sub, inter</li> <li>Prefixes anti, non, auto</li> <li>Prefixes pre, re, de</li> </ul>		<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Prefixes in, imp, imm</li> <li>Suffixes ing</li> <li>Suffixes er, ed</li> <li>Suffixes ous</li> </ul>			<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Suffixes tion cian</li> <li>Suffixes sion ssion</li> </ul>	<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Vowel consonant sounds ch as sh, g, k</li> </ul>		<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Apostrophe plural possession</li> </ul>	<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Silent u,w</li> <li>Homophones long o</li> <li>Homophones long i</li> </ul>	

			<ul style="list-style-type: none"> <li>Vowel consonant sounds ch sounding k</li> </ul>	<ul style="list-style-type: none"> <li>Vowel consonant soundssc sounding s</li> <li>Vowel consonant sounds a as ei eigh, ey</li> </ul>	<ul style="list-style-type: none"> <li>Irregular Tenses eep to ept</li> <li>Irregular Tenses ent to end</li> </ul>	
<b>PUNCTUATION AND GRAMMAR</b>	<ul style="list-style-type: none"> <li>Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</li> <li>Use commas to mark clauses in complex sentences.</li> <li>Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</li> <li>Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</li> <li>Use commas after fronted adverbials.</li> <li>Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every</li> <li>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</li> <li>Identify, select and effectively use pronouns. Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</li> <li>Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</li> <li>Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</li> <li>Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</li> </ul>					
<b>Composition</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>Plan and write an opening paragraph which combines setting and character/s.</li> <li>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li> <li>Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration.</li> <li>Use different sentence structures.</li> <li>Use paragraphs to organise writing in fiction and nonfiction texts.</li> <li>Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.</li> <li>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> <li>Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>Improve writing in light of evaluation.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>					
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>Orientate capital letters correctly.</li> <li>Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.</li> <li>Write capital letters and digits of the correct size relative to one another and to lower case letters.</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters</li> <li>Use spacing between words which reflects the size of the letters.</li> <li>Write legibly</li> <li>Write with consistency in size and proportion of letters, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>					