Sacred Heart Catholic Primary School

YEAR 4 WRITING PURPOSES LONG TERM PLAN 2016-17

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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
AUTHOR FOCUS						
ENGLISH AROUND A BOOK	Lost Happy Endings Battle Bunny Marcia Williams – Egypt	The day the crayons came home Journey, Aaron Becker The Journey - refugees	World of Food Lucy Gray Toothania, Joyce	How to train your dragon	Pied Piper (different versions)	Maps City Atlas School Poetry (range of poets and structures)
	Non-fiction: Rivers	Non-fiction: Electricity	Non-fiction: Teeth	Non-fiction: Vikings	Non-fiction: The Plague	Non-fiction: European city
GUIDED READING CLIMBS or QUESTION MATS	DK Disney books					
READING & WRITING JOURNEY	- Identifying themes and conventions in a wide range of books - 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	- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising	- Discussing words and phrases that capture the reader's interest and imagination - Reading books that are structured in different ways and reading for a range of purposes.	- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - Recognising some different forms of poetry (e.g. free verse, narrative poetry).	- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - Using a dictionary to check the meaning of words that they have read	Identifying and discussing themes and conventions in and across a wide range of writing.

	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	these • identifying how language, structure, and presentation contribute to meaning				
PERSUADE	Formal Letters (BBC – Gangsta Granny)	Discussion	Advertisements	Brochures		Balanced arguments
INFORM/ EXPLAIN	Interview (Police Interview)	Recount - the day the shoes came home	Newspaper Report (Lucy Gray)	Eyewitness Report to an event		Encyclopaedia entry
ENTERTAIN	Mini story in the style of Walliams	Postcards	Poetry	Fantasy story	Adventure narrative	Retell event

	• 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 (English Appendix 2) • ⬜organising paragraphs around a theme • ⬜in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-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 accurate use of pronouns in sentence • proof-read for spelling and punctuation errors • understand the grammatical difference between plural and possessive -s • Standard English forms of verb inflections (was/were, did/done) • Noun phrases modified by adjectives, prepositional phrases • Use fronted adverbials with a comma accurately • Use paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun to aid cohesion Terminology: determiner, pronoun, possessive pronoun, adverbials
POETRY	-

	• Learning a wider range of poetry by heart.				
SPELLING	• Revision of work from Y3 • Further prefixes and suffixes • -homophones • possessive apostrophe with plurals • adding suffixes beginning with vowel letters to words of more than one syllable • the 'y' in myth, gym • the 'ou' sound in double • range of prefixes –un, -dis, -mis, -in, -il, • the suffix –ation • the suffix –ly • Words ending in –sure • Words ending in –ture • Words sound like –sion • Suffix –ous • Endings –ion, -ian, -ssion, -sion, • Ch sound (chef, chalet) • 'gue' sound • 'que' sound • 'sc' sound • 'ei,' 'eigh,' and 'ey' •				
PUNCTUATION		.	• .	• .	•
HANDWRITING	• 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 • 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]				
ASSESSMENTS	RS GAPS half termly test RS READING half termly test	RS GAPS half termly test RS READING half termly test	RS GAPS half termly test RS READING half termly test	RS GAPS half termly test RS READING half termly test RS Optionals	RS GAPS half termly test RS READING half termly test	)RS GAPS half termly test RS READING half termly test

Year 4	Autumn 2	Summer 1	Spring 1	Summer 2	Autumn 1	Spring 2
	Sparks Might Fly!	The Great Plague (Pied Piper)	The Art of Food	Passport to Europe	Water, Water Everywhere	The Vikings

Lead Subjects	Science	History	Science	Geography	Science	History
	Electricity - series circuits, switches, conductors, insulators	A theme in British history beyond 1066 - The Great Plague of 1665	Teeth and the digestive system	Contrasting region in a European country	States of matter	Food - simple savoury food and cooking techniques
	Design and Technology	Geography	Art and Design	Design and Technology	Geography	Science
	ICT and electrical systems - control and electrical components	Rubbish and recycling - environmental study	Drawing and painting of still life into 3D sculpture	Textiles - seams, stiffening and strengthening, materials and fastenings	Key aspects of rivers	Habitats - grouping and classifying plants and animals
	Music	Art and Design		Music	History	
	Creating - explore, choose, combine and organise musical ideas using an electronic sound source	Drawing developed into printmaking, rotating and translating images		Listening to music from different cultures; experience how music is produced in different ways	Ancient Egypt (including the River Nile)	
					Art and Design	
					Abstract painting; relief paintings, large and small scale with texture	
Additional Subjects	PSHE			Art and Design	tbc February 2015	tbc April 2015
	Computing - *Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*					
	CS - programming / hardware	IT - data handling	IT- graphics and images / modelling and simulation	IT - sound / multimedia	IT / DL - digital research	CS - computational thinking
	Mathematics					
	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
English	English					

| | Stories with fantasy settings

Explanations

Film and playscripts | Fairy tales

Classic poetry

Recount: newspapers | Stories with issues and dilemmas

Persuasion | Novel as a theme

Non-chronological reports | Stories with a theme

Information booklets

Poetry with a structure | Folk tales

Debate |
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| **Ongoing** | **Science** | | **Physical Education** | **eSafety** | **English** | |
| | Standalone unit on sound | | Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE. | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | |

Writing Purposes

PERSUADE	Formal letters	Advertisements	Leaflets/ flyer/ pamphlet	Speeches	Balanced arguments	Radio advert	Book blurb	Discussion	Debate

INFORM/ EXPLAIN	Explanations	Instructions	News Reports	Non-Chronological Reports
	Encyclopaedia entry	List of rules	Interview	Leaflet
	Technical manual	Recipe	Review / sports review	Information (eg history link)
	Science investigation	Directions / route planner	Recount (report)	
		Technical instructions	Article/ Magazine article	
			Eyewitness report	

ENTERTAIN	Narrative	Recount	Poetry	Descriptive Writing	Play Script
	Traditional Tale	Letter	Free Verse (inc. Conversation, Monologue, List Poems)		
	Fantasy Adventure	Postcard	Visual Poems (Calligrams, Shape, Concrete)		
	Story with patterned language	Personal diary entry	Structured Poems (cinquain, quatrain, couplets, rap, limerick, kennings, haiku, tanka, renga, ballads, question and answer poems)		
	Stories with familiar settings	Retell event			
	Myths	Biography			
	Legends	Autobiography			
	Fables				
	Stories from other cultures				
	Adventure				
	Mystery				
	Issue / dilemma • Wanted poster • Diary entry of character • Eyewitness account as character				
	Imaginary world / Sci-fi				
	Flashback/ Flashforwards				