

# Year Four Writing Long-Term Plan

Speaking and listening objectives:

Gain, maintain & monitor the interest of listeners

Know about and use appropriate registers for effective communication

Suggested activities: tableaux

Conscience alley meetings

Hot seating paired improvisation

Draw a story word tennis

Purpose for writing (Concept)	To Inform	To Entertain	To Persuade	To Inform	To Entertain	To inform
	<p>The Legend of Beowulf (usbourne):</p> <p><b>Nonchronological report</b> (Character profile)</p> <p><b>Recount:</b> Diary</p> <p><b>Poetry week:</b> Kennings</p>	<p><b>1<sup>st</sup> Person Narrative:</b> Visual literacy: How to train your dragon.</p> <p>*Character description</p> <p>*Setting description</p> <p><b>3<sup>rd</sup> Person Narrative:</b> Myth: Arthur and the golden rope</p> <p>*Dialogue between characters</p>	<p><b>Speeches week:</b> The value of education using the day of Ahmed's secret</p> <p><b>Advert:</b> toothpaste</p> <p><b>Leaflet to persuade:</b> Travel brochure for European destination</p> <p><b>Letter to persuade:</b> Voices in the park</p> <p>Persuasive letters</p>	<p><b>Instructions:</b> How to play a game</p> <p><b>Explanation:</b> How Dogs really work then The water cycle.</p> <p><b>Non-chronological report:</b> use of History knowledge</p>	<p><b>Retell</b> – myth of Osiris</p> <p><b>Twisted tale</b> – the princess and the pea.</p> <p><b>Story with humour:</b></p> <p>*Character description</p> <p>*Story opening</p> <p>*Dialogue between characters</p>	<p><b>Performance poetry</b></p> <p><b>Letter:</b> Of thanks following Walsingham trip.</p> <p><b>Instructions:</b> How to Mummify a body</p> <p><b>Diary</b> Spider McDrew and the Egyptians</p>
SPaG skills	Mastery of Y3	Phrases Clauses Sentence types	Adverbials Prepositions Paragraphs	Word class Articles determiners	Possessive pronoun The apostrophe Commas in lists	Mastery of Y4

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Published work	Posters Diary Newspapers Poems	Story books	Video recordings Letters Speeches	Letter Travel Brochures	Narrative Play scripts	Letter Instructions Explanation text
					Draw a story	word tennis

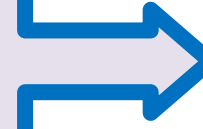
Stimulus	
Beowulf (Usborne – Lime and Michael Morpurgo – dark blue)	The combination of texts allows for pupils to develop a lower text and to be inspired by the vocabulary and descriptions of a higher-level text. The grim creatures and the hero of Beowulf is a captivating story that engages all of the children with the myth that connects to the children’s History Unit.
How to Train your dragon (Visual literacy)	This visual literacy unit is exciting since the film has quirky settings and a variety of shape/colourful dragons for the children to engage with. The dragons are exciting and connected with the mythology of their History unit therefore it is gripping for the pupils. It allows them to be excited and to apply themselves with speaking and listening that then, in turn, gives opportunities for rich writing.
Arthur and the golden rope	This myth develops children’s understanding of the text type as well as being an engaging story for male writers. It is easy to text map and then to substitute to create an independent piece
Voices in the park (Reading age 6-8)	The dual narrative of this book allows the children to revisit the same story from different perspectives. Seeing the story from different view points allows for persuasive writing and responses to letters of some characters. The social injustice aspect of the character’s prejudice is appropriate in regards the PSHE learning that has already taken place in Y4 by term 3.
The Day of Ahmed’s secret (Reading age 6-8)	As children understand their place in the world, this book is important for children to understand that Education is not accessed by all children. The rich descriptions in this book relating to the senses allow for clear recounts when writing to inform. This benefits the children at this point of the year as they are able to broaden their understanding of what life is like for other children (which can be limited for children at St Thomas’) and they are able to apply their writing skills because of this rich stimulus.
stories with humour extracts (Dark Blue)	By analysing the humour in the text, children are able to easily recreate the puns and the sentence structures that the authors use so that children are given the opportunity to learn to write at a greater depth.

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Spider McDrew and the Egyptians (Brown)

This text is slightly lower than the expected reading level of pupils. This allows the children to access it to be able to then create their own play scripts. The character of spider is a similar age to the children and then they are able relate to Spider and the children in this story and his adventures. This is beneficial for the children's speaking and listening activities as the character is within the experience of the pupils at this stage – especially since they have learnt about the Egyptians in their history unit.