

## Year 4 Writing Long Term Plan

### Autumn Term – The Lion, Witch and the Wardrobe by C.S. Lewis

3 weeks		4 weeks		3 weeks WIDER CURRICULUM BASED		4 weeks	
Book: The Lion, Witch and the Wardrobe by C.S. Lewis		Book: The Lion, Witch and the Wardrobe by C.S. Lewis		Book: The Lion, Witch and the Wardrobe by C.S. Lewis Poem– Always Winter, Never Christmas!		Book: The Lion, Witch and the Wardrobe by C.S. Lewis	
<b>Genre</b> Biography		<b>Genre</b> Diary		<b>Genre</b> Poetry		<b>Genre</b> Narrative- Adventure Story	
<b>Model of Excellence</b> Biography – Alfred the Great		<b>Model of Excellence</b> Series of short diary entries written by Edmund about moving/ playing in house and not finding anyone/ following Lucy and discovering Narnia.		<b>Model of Excellence</b> Poem– Always Winter, Never Christmas!		<b>Model of Excellence</b> Story – Lucy going through the wardrobe	
Warm	Biography – Canute the Great	Warm	Diary by Lucy about finding the wardrobe and discovering Narnia (to include a setting description)	Warm	Poem – Winter Wonderland	Warm	Adventure story - Lucy is captured by a dwarf – change to a land of darkness
Hot	Biography - King Harold II or own choice	Hot	Diary by Lucy about going back to Narnia and finding that Mr Tumnus has been taken by the White Witch	Hot	Poem – The Door (what is beyond the door?)	Hot	Adventure story – magic stone – imaginary land
<b>National Curriculum Coverage and Caedmon's Expectations</b>		<b>National Curriculum Coverage and Caedmon's Expectations</b>		<b>National Curriculum Coverage and Caedmon's Expectations</b>		<b>National Curriculum Coverage and Caedmon's Expectations</b>	
<ul style="list-style-type: none"> <li>Year 3 and 4 Statutory Words - choose appropriate words to use in their writing</li> </ul>		<ul style="list-style-type: none"> <li>Year 3 and 4 Statutory Words - choose appropriate words to use in their writing</li> </ul>		<ul style="list-style-type: none"> <li>Year 3 and 4 Statutory Words - choose appropriate words to use in their writing</li> </ul>		<ul style="list-style-type: none"> <li>Year 3 and 4 Statutory Words - choose appropriate words to use in their writing</li> </ul>	
<b>Prior learning - consolidation</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences</li> </ul> <b>New learning</b> <ul style="list-style-type: none"> <li>Simile sentence</li> <li>Expanded noun phrases</li> <li>Using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair</li> </ul>		<b>Prior learning - consolidation</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences</li> </ul> <b>New learning (building on Y3 knowledge of subordinating clauses)</b> <ul style="list-style-type: none"> <li>Moving subordinating clauses around the sentence (front, middle, end)</li> <li>-ed opener sentence</li> </ul>		<b>Prior learning - consolidation</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, fronted adverbial</li> </ul>		<b>Prior learning - consolidation</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences</li> </ul> <b>New learning (building on Y3 knowledge of subordinating clauses)</b> <ul style="list-style-type: none"> <li>Moving subordinating clauses around the sentence (front, middle, end)</li> <li>-ing opener sentence</li> </ul>	
<ul style="list-style-type: none"> <li>Using commas after fronted adverbials</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Apostrophes - possession (singular) and contractions</li> </ul>		<ul style="list-style-type: none"> <li>Using commas after fronted adverbials</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (non-negotiables)</li> <li>Apostrophes – possession (singular) and contractions</li> </ul>		<ul style="list-style-type: none"> <li>Using commas after fronted adverbials</li> <li>Apostrophes – possession (singular) and contractions</li> </ul>		<ul style="list-style-type: none"> <li>Using commas after fronted adverbials</li> <li>Using and punctuating direct speech (if appropriate)</li> </ul>	
<ul style="list-style-type: none"> <li>Clear introduction and conclusion</li> <li>Links between sentences help to navigate the reader from one idea to the next</li> <li>Paragraphs organised correctly around key events</li> <li>Elaboration is used to reveal the writer's emotions and responses</li> <li>Repetition avoided through the use of different sentence structure</li> </ul>		<ul style="list-style-type: none"> <li>Link between opening and resolution</li> <li>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood – angry mother, disheartened Jack</li> <li>Paragraphs organised correctly to build up to key event</li> <li>Repetition avoided through the use of different sentence structure</li> </ul>		<ul style="list-style-type: none"> <li>Organise ideas into verses</li> </ul>		<ul style="list-style-type: none"> <li>Link between opening and resolution</li> <li>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood – angry mother, disheartened Jack</li> <li>Paragraphs organised correctly to build up to key event</li> <li>Repetition avoided through the use of different sentence structure</li> </ul>	
<ul style="list-style-type: none"> <li>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively</li> <li>Building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>		<ul style="list-style-type: none"> <li>Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively</li> <li>Building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme in narratives, creating settings</li> <li>Proof reading for spelling and punctuation errors</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation</li> </ul>		<ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively</li> <li>Organising paragraphs or verses around a theme</li> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof-read for spelling and punctuation errors</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>		<ul style="list-style-type: none"> <li>Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively</li> <li>building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme in narratives, creating settings, characters and plot</li> <li>Proof reading for spelling and punctuation errors</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation</li> </ul>	
<ul style="list-style-type: none"> <li>Use of expanded noun phrases using prepositions (building on Y2 expanded noun phrase sentences)</li> <li>Tenses – keeping text within correct tense</li> </ul>		<ul style="list-style-type: none"> <li>Prepositions of time and place and cause: e.g. before, after, during, in, because of</li> <li>Use of a determiner (qualifier and article)</li> </ul>		<ul style="list-style-type: none"> <li>Understanding Past/present tense, determiners, conjunctions - (clause, subordinate clause) adverbs, prepositions, phrase</li> </ul>		<ul style="list-style-type: none"> <li>Understanding Past/present tense, determiners, conjunctions - (clause, subordinate clause) adverbs, prepositions, phrase</li> </ul>	

Year 3 and 4 statutory words	Sentence structure and types	Punctuation	Text structure	Composition and effect	Grammar
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# Year 4 Spelling, Punctuation and Grammar Long Term Plan

## Autumn Term

Year 4 Monday & Tuesday: SPAG concept. Wednesday, Thursday & Friday: Sentence application Red = Year 4 curriculum, blue = revision of previous year groups.														
Sentences for Year 4: Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair Fronted adverbials e.g. later that day, I heard bad news. -ed opener sentence -ing opener sentence Direct speech sentence using the full speech rules (including the comma rule e.g. to introduce speech.) Simile sentences – not on the curriculum but important for audience and purpose Revision Sentences from previous Year group(s): Simple sentence: capital letter with a full stop. Question sentence Exclamation sentence Statement sentence Command sentence Co-ordinating conjunction sentences: and, or, so, but List sentences with commas Subordinating conjunctions to express time, place and cause: when, if, that, before, after, while, because, so) Adverb sentences e.g. then, next, soon, therefore Prepositions of time and place and cause: e.g. before, after, during, in, because of														
3 weeks			4 weeks				3 weeks			4 weeks				
<b>Writing genre link</b> Biography			<b>Writing genre link</b> Diary				<b>Writing genre link</b> Poetry			<b>Writing genre link</b> Narrative				
SPAG Concept: Nouns and pronouns: appropriate choices to avoid repetition e.g. <u>John</u> went to the shops and <u>he</u> bought a toy. <u>It</u> was a red football.  Sentence Work: Simile sentences.	SPAG Concept: Determiners: the, a, an, (quantifiers) some, those, many, one, two, three etc, demonstratives (e.g. this, those) possessives (e.g. my, your)  Direct speech sentence using the full speech rules (including the comma rule e.g. to introduce speech	SPAG Concept: Spelling: -er -est in adjectives and -ly to turn adjectives into adverbs  Sentence Work: Preposition sentences.	SPAG Concept: (Main) clause & subordinate clause(note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to the main clause).  Sentence Work: Co-ordinating conjunction sentences: and, so, but, or	SPAG Concept: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with the curly hair.  Sentence Work: Co-ordinating conjunctions: and, so, but, or	SPAG Concept: Nouns and adjectives  Sentence Work: Simile sentences	SPAG Concept: Determiners: (articles) the, a, an, (quantifiers) some, those, many, one, two, three etc, demonstratives (e.g. this, those) possessives (e.g. my, your)  Sentence Work: Fronted adverbials e.g. later that day, I heard bad news. and simile sentences	SPAG Concept: Use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play').  Sentence Work: -ed sentences	SPAG Concept: SPAG Concept: Main and subordinate clauses – (note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to the main clause). Follow the rules for commas (if at the front of a sentence use a comma, if at the end of a sentence do not use a comma). Also being able to move the subordinate clause to a different position (including the middle) and use the correct punctuation. Sentence Work: Adverb sentences e.g. then, next,	SPAG Concept: Prefixes: dis- mis- un- re-  Sentence Work: Preposition sentences ( of time and place and cause: e.g. before, after, during, in, because of)	SPAG Concept: Inverted commas for direct speech. Introduce the rule: a comma after the reporting clause, end punctuation within the speech marks  Sentence Work: Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair (ause)	SPAG Concept: Nouns and pronouns: appropriate choices to avoid repetition e.g. <u>John</u> went to the shops and <u>he</u> bought a toy. <u>It</u> was a red football.  Sentence Work: Ing opener sentence	SPAG Concept: Standard English forms of verb inflections instead of local forms e.g. was/were did/done (there will be others to add to this list).  Sentence Work: Revise all 4 sentence types: Statement Exclamation (must start with 'What...' or 'How...') Question Command (must not have an exclamation mark).	SPAG Concept: Apostrophe for contraction and apostrophe for singular possession  Sentence Work: Main and subordinate clauses – (note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to the main clause). Follow the rules for commas (if at the front of a sentence use a	SPAG Concept: Possessive pronouns: mine, yours, theirs, his, hers etc  Sentence Work: Fronted adverbials e.g. later that day, I heard bad news. and simile sentences

soon, therefore  
(also cover non-  
statutory =  
adverbial openers  
e.g. Suddenly,  
Unfortunately,)

comma, if at  
the end of a  
sentence do  
not use a  
comma).  
Also being able  
to move the  
subordinate  
clause to a  
different  
position  
(including  
the middle)  
and use the  
correct  
punctuation.

## Year 4 Writing Long Term Plan

### Spring Term – Charlie and the Chocolate Factory by Roald Dahl

3 weeks		4 weeks		3 weeks WIDER CURRICULUM BASED	
Book: Charlie and the Chocolate Factory by Roald Dahl		Book: Charlie and the Chocolate Factory by Roald Dahl		Book: Charlie and the Chocolate Factory by Roald Dahl	
<b>Genre</b> Recipe		<b>Genre</b> Narrative - Fantasy Story		<b>Genre</b> Leaflet (persuasive)	
<b>Model of Excellence</b> Recipe for making chocolate or sweets		<b>Model of Excellence</b> Charlie and the Chocolate Factory – extract from book; when Charlie finds a ticket		<b>Model of Excellence</b> Leaflet - visiting Olympia	
Warm	Gingerbread Recipe	Warm	Charlie and the Chocolate Factory – extract from the story, Charlie meeting Willy Wonka and visiting the factory	Warm	Leaflet, Amazing Athens
Hot	Traybake recipe with choice of design and ingredients	Hot	Extract from the story - Augustus Gloop Disappears! / AG going up the pipe / Violet turning into a giant blueberry	Hot	Leaflet, visit to the medieval town of Rhodes.
<b>National Curriculum Coverage and Caedmon's Expectations</b>		<b>National Curriculum Coverage and Caedmon's Expectations</b>		<b>National Curriculum Coverage and Caedmon's Expectations</b>	
<ul style="list-style-type: none"> <li>Year 3 and 4 Statutory Words - choose appropriate words to use in their writing</li> </ul>		<ul style="list-style-type: none"> <li>Year 3 and 4 Statutory Words - choose appropriate words to use in their writing</li> </ul>		<ul style="list-style-type: none"> <li>Year 3 and 4 Statutory Words - choose appropriate words to use in their writing</li> </ul>	
<b>Prior learning - consolidation</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, -ed, -ing opener sentences, simile sentences</li> </ul> <b>New learning (building on Y3 knowledge of subordinating clauses)</b> <ul style="list-style-type: none"> <li>Moving subordinating clauses around the sentence (front, middle, end)</li> <li>-as opener sentence</li> </ul>		<b>Prior learning - consolidation</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, -ed, -ing opener sentences, simile sentences</li> </ul>		<b>Prior learning - consolidation</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, -ed, -ing opener sentences, simile sentences</li> </ul>	
<ul style="list-style-type: none"> <li>Apostrophe to mark singular and plural possession</li> <li>Commas after fronted adverbials</li> </ul>		<ul style="list-style-type: none"> <li>Apostrophe to mark singular and plural possession</li> <li>Commas after fronted adverbials</li> <li>Use of inverted commas and other punctuation to indicate direct speech</li> </ul>		<ul style="list-style-type: none"> <li>Commas after fronted adverbials</li> <li>Using and punctuating direct speech (if appropriate, eg a quote)</li> </ul>	
<ul style="list-style-type: none"> <li>Heading</li> <li>Subheadings (eg ingredients)</li> <li>Top Tip (if appropriate)</li> <li>Numbers or bullet points</li> <li>Sentences organised correctly to build up recipe</li> </ul>		<ul style="list-style-type: none"> <li>Link between opening and resolution</li> <li>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood – angry mother, disheartened Jack</li> <li>Paragraphs organised correctly to build up to key event</li> <li>Repetition avoided through the use of different sentence structures</li> </ul>		<ul style="list-style-type: none"> <li>Clear introduction and conclusion</li> <li>Links between key ideas</li> <li>Paragraphs organised correctly into key ideas</li> <li>Heading / subheadings</li> <li>Topic sentences</li> </ul>	
<ul style="list-style-type: none"> <li>Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively</li> <li>Building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Proof reading for spelling and punctuation errors</li> </ul>		<ul style="list-style-type: none"> <li>Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively</li> <li>Building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>		<ul style="list-style-type: none"> <li>Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively</li> <li>Building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Proof reading for spelling and punctuation errors</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation</li> </ul>	

	<ul style="list-style-type: none"> <li>Organising paragraphs around a theme in narratives, creating settings, characters and plot</li> <li>Proof reading for spelling and punctuation errors</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation</li> </ul>	
<ul style="list-style-type: none"> <li>Prepositions of time and place and cause: e.g. before, after, during, in, because of</li> <li>Use of a determiner</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Past/present tense, determiners, conjunctions - (clause, subordinate clause) adverbs, prepositions, phrase</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Past/present tense, determiners, conjunctions - (clause, subordinate clause) adverbs, prepositions, phrase</li> <li>Suffixes: -ssion -cian -tion -sion</li> </ul>

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Year 3 and 4 statutory words	Sentence structure and types	Punctuation	Text structure	Composition and effect	Grammar
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## Year 4 Spelling, Punctuation and Grammar Long Term Plan

### Spring Term

<p>Year 4 Monday &amp; Tuesday: SPAG concept.                  Wednesday, Thursday &amp; Friday: Sentence application                  Red = Year 4 curriculum, blue = revision of previous year groups.</p>												
<p><b>Sentences for Year 4:</b>                  Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair                  Fronted adverbials e.g. later that day, I heard bad news.                  -ed opener sentence                  -ing opener sentence                  As opener sentence                  Short, sharp sentence                  Direct speech sentence using the full speech rules (including the comma rule e.g. to introduce speech.)                  Simile sentences – not on the curriculum but important for audience and purpose  <b>Revision Sentences from previous Year group(s):</b>                  Simple sentence: capital letter with a full stop.                  Question sentence                  Exclamation sentence                  Statement sentence                  Command sentence                  Co-ordinating conjunction sentences: and, or, so, but                  List sentences with commas                  Subordinating conjunctions to express time, place and cause: when, if, that, before, after, while, because, so)                  Adverb sentences e.g. then, next, soon, therefore                  Prepositions of time and place <u>and cause</u>: e.g. before, after, during, in, <u>because of</u></p>												
3 weeks				4 weeks				3 weeks				
<b>Writing genre link</b> Recipe				<b>Writing genre link</b> Narrative				<b>Writing genre link</b> Leaflet (persuasive)				
<p><b>SPAG Concept:</b> Plurals – to understand the grammatical difference between: adding 's' for a plural and adding 's' to show possession.</p> <p><b>Sentence Work:</b> As opener sentence</p>	<p><b>SPAG Concept:</b> Apostrophe for contraction Apostrophe for possession singular e.g. John's bag. Apostrophe for plural possession (rule regarding whether words just add 's'. Exceptions to the rule e.g. children's).</p> <p><b>Sentence Work:</b> Co-ordinating conjunctions: and, so, but, or Subordinating conjunctions to express time, place and cause: when, if, that, (new teaching: before, after, while, because, so)</p>	<p><b>SPAG Concept:</b> Prepositions of time and place <u>and cause</u>: e.g. before, after, during, in, <u>because of</u></p> <p><b>Sentence Work:</b> Revise all 4 sentence types: Statement Exclamation (<i>must start with 'What...' or 'How...'</i>) Question Command (<i>must not have an exclamation mark</i>).</p> <p>Possessive pronouns: mine, yours, theirs, his, hers etc</p>	<p><b>SPAG Concept:</b> Prefixes: super- sub- auto- inter-</p> <p><b>Sentence Work:</b> Fronted adverbials e.g. later that day, I heard bad news. and simile sentences</p>	<p><b>SPAG Concept:</b> Prefixes: super- sub- auto- inter-</p> <p><b>Sentence Work:</b> Fronted adverbials e.g. later that day, I heard bad news. and simile sentences</p>	<p><b>SPAG Concept:</b> Nouns and pronouns: appropriate choices to avoid repetition e.g. <u>John</u> went to the shops and <u>he</u> bought a toy. <u>It</u> was a red football.</p> <p><b>Sentence Work:</b> Short sharp sentence</p>	<p><b>SPAG Concept:</b> Determiners: the, a, an, (quantifiers) some, those, many, one, two, three etc, demonstratives (e.g. this, those) possessives (e.g. my, your)</p> <p><b>Sentence Work:</b> Direct speech sentence using the full speech rules (including the comma rule e.g. to introduce speech.)</p>	<p><b>SPAG Concept:</b> Main and subordinate clauses – (note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to the main clause). Follow the rules for commas (if at the front of a sentence use a comma, if at the end of a sentence do not use a comma). Also being able to move the subordinate clause to a different position (including the middle) and use the correct punctuation.</p> <p><b>Sentence Work:</b> Fronted adverbials e.g. later that day, I heard bad news.</p>	<p><b>SPAG Concept:</b> Tense: progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g. Present: She is drumming Past: He was shouting.</p> <p><b>Sentence Work:</b> Co-ordinating conjunctions: and, so, but, or Subordinating conjunctions: when, if, that, before, after, while, because, so</p>	<p><b>SPAG Concept:</b> Inverted commas for direct speech. Introduce the rule: a comma after the reporting clause, end punctuation within the speech marks</p> <p><b>Sentence work:</b> Preposition sentences ( of time and place <u>and cause</u>: e.g. before, after, during, in, <u>because of</u>)</p>	<p><b>SPAG Concept:</b> Word families e.g. solve, solution, solver, dissolve, insoluble.</p> <p><b>Sentence Work:</b> Statements, questions, exclamations and commands</p>	<p><b>SPAG Concept:</b> Standard English forms of verb inflections instead of local forms e.g. was/were did/done (there will be others to add to this list).</p> <p><b>Sentence Work:</b> Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair</p>	<p><b>SPAG Concept:</b> Suffixes: -ssion -cian -tion -sion</p> <p><b>Sentence Work:</b> Simile sentences.</p>

## Year 4 Writing Long Term Plan

### Summer Term – The Girl Who Stole an Elephant by Nizrana Farook

3 weeks		4 weeks		3 weeks		4 weeks WIDER CURRICULUM BASED	
Book: The Girl Who Stole an Elephant by Nizrana Farook		Book: The Girl Who Stole an Elephant by Nizrana Farook		Book: The Girl Who Stole an Elephant by Nizrana Farook		Book: The Girl Who Stole an Elephant by Nizrana Farook	
<b>Genre</b> Formal letter		<b>Genre</b> Newspaper Report		<b>Genre</b> Explanation text- information book		<b>Genre</b> Playscript	
<b>Model of Excellence</b> Short formal letter to a Mayan ruler warning them that Spain would invade (link: Ancient Greece topic in Spring)		<b>Model of Excellence</b> Newspaper report about a boy going missing and sightings of him on an adventure		<b>Model of Excellence</b> Information booklet on Elephants		<b>Model of Excellence</b> Playscript based on when Chaya sets off on her adventure	
Warm	Short formal letter from the Mayan leader back	Warm	Newspaper report about Chaya and an elephant being missing	Warm	Information booklet on Sri Lanka	Warm	Playscript based on Chaya riding through the jungle
Hot	Formal letter to a ruler in Athens, warning them that Sparta was becoming more popular/too strong	Hot	Newspaper report linking Chaya's disappearance to the Queen's jewels disappearance	Hot	Information booklet on Middlesbrough / Redcar / York	Hot	Playscript based on Chaya and the gang stealing the queen's jewels
<b>National Curriculum Coverage and Caedmon's Expectations</b>		<b>National Curriculum Coverage and Caedmon's Expectations</b>		<b>National Curriculum Coverage and Caedmon's Expectations</b>		<b>National Curriculum Coverage and Caedmon's Expectations</b>	
<ul style="list-style-type: none"> <li>Year 3 and 4 Statutory Words - choose appropriate words to use in their writing</li> </ul>		<ul style="list-style-type: none"> <li>Year 3 and 4 Statutory Words - choose appropriate words to use in their writing</li> </ul>		<ul style="list-style-type: none"> <li>Year 3 and 4 Statutory Words - choose appropriate words to use in their writing</li> </ul>		<ul style="list-style-type: none"> <li>Year 3 and 4 Statutory Words - choose appropriate words to use in their writing</li> </ul>	
<b>Prior learning - consolidation</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, -ing opener sentence, As sentence</li> </ul>		<b>Prior learning - consolidation</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, -ing opener sentence, As sentence</li> </ul>		<b>Prior learning - consolidation</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, -ing opener sentence, As sentence</li> </ul>		<b>Prior learning - consolidation</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, -ing opener sentence, As sentence</li> </ul>	
<ul style="list-style-type: none"> <li>Using commas after fronted adverbials</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (non-negotiables)</li> <li>Apostrophes – possession (singular) and contractions</li> </ul>		<ul style="list-style-type: none"> <li>Using commas after fronted adverbials</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (non-negotiables)</li> <li>Apostrophes – possession (singular) and contractions</li> </ul>		<ul style="list-style-type: none"> <li>Using commas after fronted adverbials</li> <li>Using and punctuating direct speech</li> </ul>		<ul style="list-style-type: none"> <li>Using commas after fronted adverbials</li> <li>Using and punctuating direct speech</li> </ul>	
<ul style="list-style-type: none"> <li>Greetings and salutations</li> <li>Clear introduction and conclusion</li> <li>Links between key ideas</li> <li>Paragraphs organised correctly into key ideas</li> </ul>		<ul style="list-style-type: none"> <li>Link between opening and resolution</li> <li>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood – angry mother, disheartened Jack</li> <li>Paragraphs organised correctly to build up to key event</li> </ul>		<ul style="list-style-type: none"> <li>Link between opening and resolution</li> <li>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood – angry mother, disheartened Jack</li> <li>Paragraphs organised correctly</li> <li>Repetition avoided through the use of different sentence structure</li> </ul>		<ul style="list-style-type: none"> <li>Clear introduction and conclusion</li> <li>Links between sentences help to navigate the reader from one idea to the next</li> <li>Paragraphs organised correctly around key events</li> <li>Elaboration is used to reveal the writer's emotions and responses</li> </ul>	
<ul style="list-style-type: none"> <li>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</li> <li>Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas</li> <li>Organising paragraphs around a theme</li> <li>Proof reading for spelling and punctuation errors</li> </ul>		<ul style="list-style-type: none"> <li>Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>Proof reading for spelling and punctuation errors</li> </ul>		<ul style="list-style-type: none"> <li>Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>Proof reading for spelling and punctuation errors</li> </ul>		<ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively</li> <li>Organising paragraphs around a theme</li> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	
<ul style="list-style-type: none"> <li>Use of expanded noun phrases using prepositions (building on Y2 expanded noun phrase sentences)</li> <li>Tenses – keeping text within correct tense</li> </ul>		<ul style="list-style-type: none"> <li>Prepositions of time and place and cause: e.g. before, after, during, in, because of</li> <li>Use of a determiner (qualifier and article)</li> </ul>		<ul style="list-style-type: none"> <li>Understanding Past/present tense, determiners, conjunctions - (clause, subordinate clause) adverbs, prepositions, phrase</li> </ul>		<ul style="list-style-type: none"> <li>Understanding Past/present tense, determiners, conjunctions - (clause, subordinate clause) adverbs, prepositions, phrase</li> </ul>	

Year 3 and 4 statutory words	Sentence structure and types	Punctuation	Text structure	Composition and effect	Grammar
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Year 4 Spelling, Punctuation and Grammar Long Term Plan

Summer Term

<p>Year 4 Monday &amp; Tuesday: SPAG concept.                  Wednesday, Thursday &amp; Friday: Sentence application                  Red = Year 4 curriculum, blue = revision of previous year groups.</p>										
<p><u>Sentences for Year 4:</u>                  Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair                  Fronted adverbials e.g. later that day, I heard bad news.                  -ed opener sentence                  -ing opener sentence                  As opener sentence                  Short, sharp sentence                  Direct speech sentence using the full speech rules (including the comma rule e.g. to introduce speech.)                  Simile sentences – not on the curriculum but important for audience and purpose  <u>Revision Sentences from previous Year group(s):</u>                  Simple sentence: capital letter with a full stop.                  Question sentence                  Exclamation sentence                  Statement sentence                  Command sentence                  Co-ordinating conjunction sentences: and, or, so, but                  List sentences with commas                  Subordinating conjunctions to express time, place and cause: when, if, that, before, after, while, because, so)                  Adverb sentences e.g. then, next, soon, therefore                  Prepositions of time and place <u>and cause</u>: e.g. before, after, during, in, <u>because of</u></p>										
3 weeks			4 weeks				3 weeks			4 weeks
<u>Writing genre link</u> Formal letter			<u>Writing genre link</u> Newspaper report				<u>Writing genre link</u> Information booklet			<u>Writing genre link</u> Playscript
<p><b>SPAG Concept:</b>  <b>Possessive pronouns:</b> mine, yours, theirs, his, hers etc  <b>Nouns and pronouns:</b> appropriate choice of pronoun or noun to aid cohesion and avoid repetition e.g. John/he Mary/she the castle/it  <b>Sentence Work:</b>                  Adverb sentences e.g. then, next, soon, therefore (also cover non-statutory = adverbial openers e.g. Suddenly, Unfortunately)                  Adverbials (Fronted adverbials inc. use of commas) e.g. <u>Later that day</u>, I heard the bad news.</p>	<p><b>SPAG Concept:</b>  <b>Apostrophes:</b> contractions, singular and plural possession.  <b>Sentence Work:</b></p>	<p><b>SPAG Concept</b>                  Determiners:                  the, a, an, (quantifiers) some, those, many, one, two, three etc, demonstratives (e.g. this, those) possessives (e.g. my, your)  <b>Sentence Work:</b>                  Simile sentence</p>	<p><b>SPAG Concept:</b>                  Inverted commas for direct speech.                  Introduce the rule: a comma after the reporting clause, end punctuation within the speech marks  <b>Sentence Work:</b>                  Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair                  Fronted adverbials e.g. later that day, I heard bad news.</p>	<p><b>SPAG Concept:</b>                  Suffixes: -ation -ous  <b>Sentence Work:</b>                  (Main) clause &amp; subordinate clause – link with teaching on subordinating conjunctions to express time, place and cause: when, if, that, before, after, while, because, so</p>	<p><b>SPAG Concept:</b>                  Tense:                  progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g. Present: She is drumming                  Past: He was shouting.  <b>Sentence Work:</b>                  Prepositions of time and place <u>and cause</u>: e.g. before, after, during, in, <u>because of</u> (these can be at the start, or within the sentence).</p>	<p><b>SPAG Concept:</b>                  Suffixes: -tion -sion Suffixes: -ssion -cian  <b>Sentence Work:</b>                  List sentences with commas</p>	<p><b>SPAG Concept:</b>                  Past and present tense: use the <b>present perfect form of verbs</b> instead of the simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play'). Extra words when tense changes e.g. are dancing, have been dancing, danced, will dance  <b>Sentence Work:</b>                  Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair</p>	<p><b>SPAG Concept:</b>                  Plurals – to understand the grammatical difference between: adding 's' for a plural and adding 's' to show possession.  <b>Sentence Work:</b>                  Adverbials inc. use of commas) e.g. <u>Later that day</u>, I heard the bad news.</p>	<p><b>SPAG Concept:</b>                  Prefixes: in- il- im- ir-                  Prefixes: auto- mis- un-  <b>Sentence Work:</b>                  List sentences with commas</p>	<p><b>SPAG Concept:</b>                  Prefixes: super- sub- auto- inter- re  <b>Sentence Work:</b>                  Statement, question, exclamation and command sentences.  <u>Note – exclamations must start with 'What...' or 'How...'</u>  <u>Note – commands do not have exclamation marks.</u></p>