

**English Termly Plan Year Group: Year 4**

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Autumn 1**  Eye of the wolf | Narrative  Adventure – How Wolf was captured | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can accurately structure my writing to match audience and purpose:  • Narrative (story, poem, description, character profile) |
| I can use prepositional phrases and adverbs to give more detail in my sentences. (Galloping quickly beside me was a horse.)  I can use fronted adverbials punctuated accurately. |
| I can use full stops, capital letters, question marks and explanation marks accurately. |
| Narrative  Biography – boy and the wolf | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can use appropriate nouns and verb tenses (past, present, future) |
| I can choose pronouns and nouns appropriately to avoid repetition and to help my writing flow.  I can use expanded noun phrases including modifying adjectives, nouns and preposition phrases. |
| I can use apostrophes in contractions and to mark possession. |
| Non fiction  Information poster on wolves | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can accurately structure my writing to match audience and purpose:  • Non-fiction (chronological/non-chronological reports, explanations, newspaper reports) |
| I can extend my sentences using appropriate subordinating conjunctions: although, because, if, when, despite, even though |
| I can sometimes use ellipsis, brackets and bullet points. |

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Autumn 2**  Eye of the Wolf by Daniel Pennac | Narrative  Story in familiar places – day in the life of an animal in the zoo. | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can edit my work to make improvements to my spelling, punctuation and grammar.  I can use appropriate nouns and verb tenses (past, present, future) |
| I can use fronted adverbials punctuated accurately.  I can use a range of sentences which have more than one clause (basic subordination). |
| I can use full stops, capital letters, question marks and explanation marks accurately. |
| Persuasive writing – pros and cons of a zoo. | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can choose vocabulary appropriate to the audience and purpose.  I can give my opinion or interest the reader through detailed information and description. |
| I can vary sentence structure and length depending on the purpose.  I can extend my sentences using appropriate coordinating conjunctions: For and nor but or yet so ---Sometimes I can replace these with in addition, also, furthermore, however, therefore. |
| I can use full stops, capital letters, question marks and exclamation marks accurately. |
| Non fiction  Poetry based on the life of an animal in a zoo | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can give my opinion or interest the reader through detailed information and description.  I can edit my work to make improvements to my spelling, punctuation and grammar. |
| I can vary sentence structure and length depending on the purpose.  I can use relative pronouns where appropriate (who, which). |
| I can sometimes use ellipsis, brackets and bullet points.  I can use apostrophes in contractions and to mark possession. |
|  | SPaG | I can choose pronouns and nouns appropriately to avoid repetition and to help my writing flow.  I can use expanded noun phrases including modifying adjectives, nouns and preposition phrases.  I can use prepositional phrases and adverbs to give more detail in my sentences. (Galloping quickly beside me was a horse.)  I can use fronted adverbials punctuated accurately. |

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Spring 1**  The Miraculous Journey of Edward Tulane by Kate DiCamillo | Diary Entry | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can choose vocabulary appropriate to the audience and purpose.  I can give my opinion or interest the reader through detailed information and description. |
| I can choose pronouns and nouns appropriately to avoid repetition and to help my writing flow.  I can use expanded noun phrases including modifying adjectives, nouns and preposition phrases. |
| I can use commas accurately to separate a phrase or a clause.  I can use apostrophes in contractions and to mark possession. |
| Narrative | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can accurately structure my writing to match audience and purpose:  • Narrative (story, poem, description, character profile)  • Non-fiction (chronological/non-chronological reports, explanations, newspaper reports)  I can choose vocabulary appropriate to the audience and purpose.  I can edit my work to make improvements to my spelling, punctuation and grammar. |
| I can extend my sentences using appropriate subordinating conjunctions: although, because, if, when, despite, even though  I can use relative pronouns where appropriate (who, which). |
| I can use full stops, capital letters, question marks and explanation marks accurately. |
| Narrative  Literacy Shed Unit A 1-6 | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can edit my work to make improvements to my spelling, punctuation and grammar.  I can use appropriate nouns and verb tenses (past, present, future) |
| I can use prepositional phrases and adverbs to give more detail in my sentences. (Galloping quickly beside me was a horse.)  I can use fronted adverbials punctuated accurately.  I can use a range of sentences which have more than one clause (basic subordination). |
| I can use full stops, capital letters, question marks and explanation marks accurately.  I can use commas accurately to separate a phrase or a clause. |

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Spring 2** | Narrative (a letter in role)  Literacy Shed Unit A 6-10 | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can give my opinion or interest the reader through detailed information and description.  I can edit my work to make improvements to my spelling, punctuation and grammar. |
| I can vary sentence structure and length depending on the purpose.  I can extend my sentences using appropriate coordinating conjunctions: For and nor but or yet so ---Sometimes I can replace these with in addition, also, furthermore, however, therefore. |
| I can use commas accurately to separate a phrase or a clause.  I can sometimes use ellipsis, brackets and bullet points. |
| Need to have finished book before Unit B  Poetry (write and redraft)  Literacy Shed Unit B 1-5 | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can use appropriate nouns and verb tenses (past, present, future)  I can accurately structure my writing to match audience and purpose:  • Narrative (story, poem, description, character profile)  • Non-fiction (chronological/non-chronological reports, explanations, newspaper reports) |
| I can use prepositional phrases and adverbs to give more detail in my sentences. (Galloping quickly beside me was a horse.)  I can use fronted adverbials punctuated accurately. |
| I can use full stops, capital letters, question marks and explanation marks accurately.  I can use apostrophes in contractions and to mark possession. |
| Non fiction (Newspaper report)  Literacy Shed Unit B 6-10 | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can use appropriate nouns and verb tenses (past, present, future)  I can accurately structure my writing to match audience and purpose:  • Narrative (story, poem, description, character profile)  • Non-fiction (chronological/non-chronological reports, explanations, newspaper reports)  I can choose vocabulary appropriate to the audience and purpose. |
| I can choose pronouns and nouns appropriately to avoid repetition and to help my writing flow.  I can use expanded noun phrases including modifying adjectives, nouns and preposition phrases. |
| I can use commas accurately to separate a phrase or a clause.  I can sometimes use ellipsis, brackets and bullet points. |

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Summer 1** | Traditional tale | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can accurately structure my writing to match audience and purpose:  • Narrative (story, poem, description, character profile)  • Non-fiction (chronological/non-chronological reports, explanations, newspaper reports)  I can choose vocabulary appropriate to the audience and purpose. |
| I can use fronted adverbials punctuated accurately.  I can use a range of sentences which have more than one clause (basic subordination).  I can vary sentence structure and length depending on the purpose. |
| I can sometimes use ellipsis, brackets and bullet points.  I can use apostrophes in contractions and to mark possession. |
| Playscript (teacher choice unit), following on from theatre trip. | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can choose vocabulary appropriate to the audience and purpose.  I can give my opinion or interest the reader through detailed information and description.  I can edit my work to make improvements to my spelling, punctuation and grammar. |
| I can extend my sentences using appropriate coordinating conjunctions: For and nor but or yet so ---Sometimes I can replace these with in addition, also, furthermore, however, therefore.  I can extend my sentences using appropriate subordinating conjunctions: although, because, if, when, despite, even though  I can use relative pronouns where appropriate (who, which). |
| I can use full stops, capital letters, question marks and explanation marks accurately.  I can use commas accurately to separate a phrase or a clause. |
| Narrative  **Retell favourite chapter of book.**  **Poster review of all books covered this year – Eye of the Wolf, Edward Tulane, Awful Auntie, MSND, Madame Pamplemousse** | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can give my opinion or interest the reader through detailed information and description.  I can edit my work to make improvements to my spelling, punctuation and grammar.  I can use appropriate nouns and verb tenses (past, present, future) |
| I can choose pronouns and nouns appropriately to avoid repetition and to help my writing flow.  I can use expanded noun phrases including modifying adjectives, nouns and preposition phrases.  I can use prepositional phrases and adverbs to give more detail in my sentences. (Galloping quickly beside me was a horse.) |
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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Summer 2** | Narrative  ‘backstory’ of Madame | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can edit my work to make improvements to my spelling, punctuation and grammar.  I can use appropriate nouns and verb tenses (past, present, future)  I can accurately structure my writing to match audience and purpose:   * Narrative (*story, poem, description, character profile*) * Non-fiction (*chronological/non-chronological reports, explanations, newspaper reports)* |
| I can extend my sentences using appropriate coordinating conjunctions: For and nor but or yet so ---Sometimes I can replace these with in addition, also, furthermore, however, therefore.  I can extend my sentences using appropriate subordinating conjunctions: although, because, if, when, despite, even though  I can use relative pronouns where appropriate (who, which). |
| I can use full stops, capital letters, question marks and explanation marks accurately. |
| Narrative  Diary entry of Madame Pamplemousse day | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can choose vocabulary appropriate to the audience and purpose.  I can give my opinion or interest the reader through detailed information and description. |
| I can choose pronouns and nouns appropriately to avoid repetition and to help my writing flow.  I can use expanded noun phrases including modifying adjectives, nouns and preposition phrases.  I can use prepositional phrases and adverbs to give more detail in my sentences. (Galloping quickly beside me was a horse.) |
| I can use commas accurately to separate a phrase or a clause. |
| Non fiction  Instructional writing | My handwriting is fluent, joined, even in size and legible. |
| I can use paragraphs or main headings and sub-headings to organise my writing. |
| I can accurately structure my writing to match audience and purpose:   * Narrative (*story, poem, description, character profile*) * Non-fiction (*chronological/non-chronological reports, explanations, newspaper reports)* |
| I can edit my work to make improvements to my spelling, punctuation and grammar. |
| I can use fronted adverbials punctuated accurately.  I can use a range of sentences which have more than one clause (basic subordination).  I can vary sentence structure and length depending on the purpose. |
| I can sometimes use ellipsis, brackets and bullet points.  I can use apostrophes in contractions and to mark possession. |

Why do you think Belinda calls her dragon ‘Ink’?

Summarise how the dragon looks in the third verse.

Why do you think the poet compares the dragon’s mouth to a fireplace?

Why does the poet spell the word ‘window’ differently in line 28?

Why does Belinda’s face pale?

What does ‘embraced’ mean? What does this word tell us about Belinda’s feelings toward Custard?

How does Custard feel about fighting the pirate?

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Why does the poet spell the word ‘window’ differently in line 28?

Why does Belinda’s face pale?