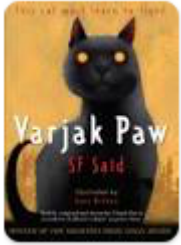









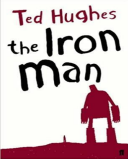










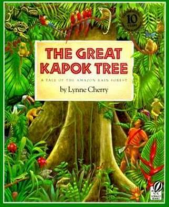












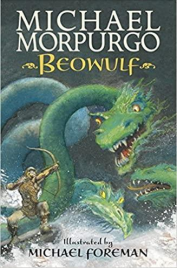





Manor Park First School - Long Term Planning English - Year 4







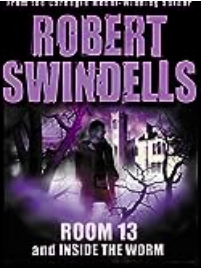




	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Autumn 1</p> 	<p><u>Non-Fiction:</u> Children read up to chapter 5 and use it as an inspiration to write.</p> <p><u>Writing Outcome:</u> Explanation text. Write an explanation of how to look after a Mesopotamian Blue</p>	<p><u>Non-Fiction:</u> Children to read up to chapter 7.</p> <p><u>Writing outcome:</u> Write a non-chronological report about Mesopotamian cats/or Tigers/Lions</p>	<p><u>Fiction:</u> Look at the description of the city and where Jalal lives. How does the author create the difference?</p> <p><u>Writing Outcome:</u> Write a setting description based on the author's techniques.</p>	<p><u>Fiction:</u> Study different setting descriptions and use their understanding to create their own part of the story of Varjak Paw</p> <p><u>Writing Outcome:</u> Write part of the story including significant interaction</p>		
<p>Grammar Focus</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Class reader:</p> <p>Varjak Paw (S. F. Said)</p> </div>	<p>In non-fiction: I am starting to write a clear introduction, followed by logical points, drawing to a defined conclusion.</p>  <p>I use a range of cohesive devices between sentences within paragraphs and across paragraphs to guide the reader through the text. (not always effectively)</p>   <p>Use the TARR structure</p>	<p>I am starting to write a clear introduction, followed by logical points, drawing to a defined conclusion.</p>  <p>I use a range of cohesive devices between sentences within paragraphs and across paragraphs to guide the reader through the text. (not always effectively)</p>	<p>Develop ideas with some imaginative detail.</p>  <p>Expanded noun phrases with prepositional phrases.</p> <p>Start to use simile, personification, metaphors and alliteration effectively.</p>  <p>Use the four senses to describe a setting.</p>	<p>Develop ideas with some imaginative detail.</p> <p>Expanded noun phrases with prepositional phrases.</p> <p>Start to use simile, personification, metaphors and alliteration effectively.</p>  <p>Use the four senses to describe a setting.</p>  <p>Use and punctuate direct speech.</p>  <p>My writing is starting to suggest insight into character development through describing how characters look, react, talk or behave (focus on effective dialogue).</p>		










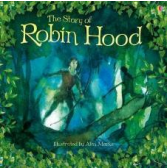














	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Autumn 2</p>  <p>(Link to DT and incorporate Electricity from previous Science)</p>	<p>Fiction: Iron Man Chapter 1</p> <p>Writing Outcome: Write a setting description using the language and techniques used in the book, where Iron Man came from.</p>	<p>Non-Fiction: Iron Man Chapter 2 (don't give it away)</p> <p>Writing outcome: Write a discursive text. What should be done with Iron Man?</p>		<p>Fiction: Iron Man</p> <p>Writing outcome: Write part of the narrative.</p>		<p>Non-Fiction: Iron Man All chapters</p> <p>Writing outcome: Write a thank you letter to Iron Man for saving the world.</p>
<p>Grammar Focus</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Class reader:</p> <p>The Iron Man (Ted Hughes)</p> </div>	<p>Develop ideas with some imaginative detail.</p>  Expanded noun phrases with prepositional phrases. <p>Start to use simile, personification, metaphors and alliteration effectively.</p>  <p>Use the four senses to describe a setting more effectively</p>	<p>Use "Tricks of the Trade" for a given style to ensure that the style of writing is evident (features of discussion text).</p>  <p>Start to use a follow up sentence to elaborate on most points.</p>  <p>Use parts of PEE structure</p>  <p>Write in Standard English forms for verb inflections (e.g. we were instead of we was)</p>		<p>Start sentences with adverbials. (time, cause and place)</p>  <p>Use commas for lists, subordinate clauses and fronted adverbials.</p>  <p>In narrative: use paragraphs for change in action, setting and time.</p> 		<p>I am starting to manipulate my writing to create an impact on the reader. E.g. unconscious choice of formal and informal language.</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
 						
Spring 1 	<p>Fiction: The Great Kapok Tree</p> <p>Writing Outcome: Write your own description of a great tree setting using the wow features discussed in class.</p>	<p>Fiction: The Great Kapok Tree</p> <p>Writing Outcome: Follow-on narrative Write the next part of the story, to describe what happens after the man leaves the forest. The narrative will be written as a third person narrative in the style of the rest of the book. Through shared writing, model how to balance narrative and dialogue to continue the story.</p>		<p>Non-Fiction: The Great Kapok Tree</p> <p>Writing Outcome: Persuasive Writing Write a persuasive letter to the president of Brazil why we need to look after the rainforest.</p>		<p>Non-Fiction: The Great Kapok Tree</p> <p>Writing Outcome: Write an information text based on their topic knowledge.</p>
Grammar Focus <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Class reader: Journey to the River Sea (Eva Ibbotson) </div>	<p>Develop ideas with some imaginative detail.</p> <p> Expanded noun phrases with prepositional phrases.</p> <p>Start to use simile, personification, metaphors and alliteration effectively.</p> <p></p>	<p>My writing suggests insight into character development through describing how characters look, react, talk or behave (balance between narrative and dialogue).</p> <p></p> <p>Use and punctuate direct speech.</p> <p></p>		<p>Use "Tricks of the Trade" for a given style to ensure that the style of writing is evident (persuasive devices).</p> <p></p> <p>Start to use a follow up sentence to elaborate on most points.</p> <p></p> <p>Start to use parts of PEE</p>		<p>My paragraphs have a relevant opening.</p> <p></p> <p>In non-fiction: I can write clear introduction, followed by logical points, drawing to a defined conclusion.</p> <p></p>

	<p>Use the four senses to describe a setting more effectively</p> 					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Spring 2</p> 	<p><u>Fiction:</u> Beowulf</p> <p><u>Writing Outcome:</u> Write sections of narratives focusing on the characters. Develop "Show rather than tell" technique. Use imaginative and relevant vocabulary.</p>	<p><u>Fiction:</u> Beowulf</p> <p><u>Writing Outcome:</u> Write sections of narratives focusing on the setting. Develop "Show rather than tell" technique. Use imaginative and relevant vocabulary.</p>	<p><u>Fiction:</u> Beowulf</p> <p><u>Writing Outcome:</u> Understand the key features of a myth. Write own myth using key features and detailed character and setting descriptions.</p>		<p><u>Non-Fiction:</u> Beowulf</p> <p><u>Writing outcome:</u> Understand the key features of a persuasive letter and use this knowledge to write a persuasive letter to King Hrothgar to fight Grendel.</p>	
<p>Grammar Focus</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Class reader:</p> <p>Beowulf (Michael Morpurgo)</p> </div>	<p>Use paragraphs for change in action, setting and time.</p>  <p>Paragraphs have a relevant opening.</p> 		<p>Use paragraphs for change in action, setting and time.</p>  <p>Paragraphs have a relevant opening.</p> 		<p>Use "Tricks of the Trade" for a given style to ensure that the style of writing is evident (persuasive devices).</p>  <p>Use a follow up sentence to elaborate on most points.</p>	

	<p>Start to use a variety of sentence types eg. simple, compound, complex, relative</p>  <p>Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.</p> 		<p>Start to use a variety of sentence types eg. simple, compound, complex, relative</p>  <p>Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.</p> 		 <p>Embed to use parts of PEE</p> 	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Summer 1</p> 	<p>Fiction: Room 13</p> <p>Writing Outcome: Write a setting description creating suspense and mystery.</p>	<p>Fiction: Room 13</p> <p>Writing Outcome: Write a diary entry from the perspective of Fliss after her second night in the hotel. Convey feelings through actions (show rather than tell).</p>	<p>Non-Fiction: Room 13</p> <p>Writing Outcome: Informal letter from one of the pupils home to the parents /grandparents.</p>	<p>Non-Fiction: Room 13</p> <p>Writing Outcome: Formal letter of complaint from the village council about the complaints about the occurrences at the hotel (contrast in the language used in the previous week).</p>	<p>Non-Fiction: Room 13</p> <p>Writing Outcome: Journalistic writing: Write a newspaper article about the events for the local herald.</p>	
<p>Grammar Focus</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Class reader:</p> </div>	<p>In narrative: Use paragraphs for change in action, setting and time.</p>  <p>Paragraphs have a relevant opening.</p>		<p>Start to use a follow up sentence to elaborate on most points.</p> 	<p>Start to use a follow up sentence to elaborate on most points.</p> 	<p>Use "Tricks of the Trade" for a given style to ensure that the style of writing is evident. (5WW, quotes, captions, closing paragraph)</p> 	

<p>Room 13 (Robert Swindells)</p>	 <p>Start to use a variety of sentence types eg. simple, compound, complex, relative</p>  <p>Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.</p> 		<p>Embed to use parts of PEE</p>  <p>Use a range of cohesive devices between sentences, within paragraphs and across paragraphs to guide the reader through the text.</p> 	<p>Embed to use parts of PEE</p>  <p>Use a range of cohesive devices between sentences, within paragraphs and across paragraphs to guide the reader through the text.</p> 	<p>Write clear introduction, followed by logical points, drawing to a defined conclusion.</p>  <p>Start to write reported speech.</p> 	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Summer 2</p>  <p>Use Robin Hood as an inspiration for Art.</p>	<p><u>Fiction:</u> Robin Hood</p> <p><u>Writing Outcome:</u> Write a character description.</p>	<p><u>Fiction:</u> Robin Hood</p> <p><u>Writing Outcome:</u> Write a diary entry from the perspective of one of the main characters.</p>	<p><u>Non-Fiction:</u> Robin Hood</p> <p><u>Writing Outcome:</u> Is Robin Hood good or bad?</p>	<p><u>Poetry:</u> Robin Hood</p> <p><u>Writing Outcome:</u> Write a humorous poem.</p>	<u>INTERNATIONAL DAY</u>	
<p>Grammar Focus</p> <p>Class reader: Class choice</p>	<p>Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.</p> 	<p>My writing suggests insight into character development through describing how characters look, react, talk or behave.</p>	<p>Use "Tricks of the Trade" for a given style to ensure that the style of writing is evident (features of discussion text).</p> 	<p>Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.</p> 		

<div data-bbox="107 108 380 178" style="border: 1px solid black; height: 44px; width: 122px;"></div>	<p>Use simile, personification, metaphors and alliteration effectively.</p>  <p>Start to use a variety of sentence types eg. simple, compound, complex, relative</p> 	 <p>I am aware of the reader and provide background information in my writing.</p>  <p>Start to use a variety of sentence types eg. simple, compound, complex, relative</p> 	<p>Start to use a follow up sentence to elaborate on most points.</p>  <p>Embed to use parts of PEE</p>  <p>Use a range of cohesive devices between sentences, within paragraphs and across paragraphs to guide the reader through the text.</p> 	<p>Use simile, personification, metaphors and alliteration effectively.</p> 	
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