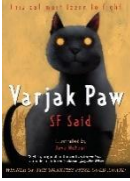


















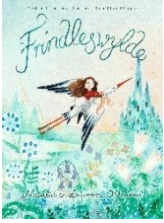















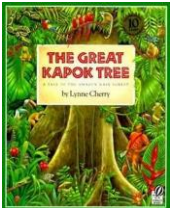














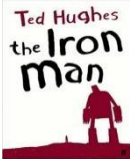


























Manor Park First School - Long Term Planning English - Year 4

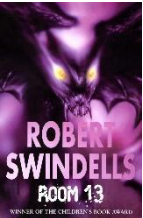
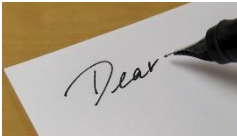














Autumn 1	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Author visit	Week 8 3 days	
		Varjak Paw S. F. Said							Adventuremice: Otter Chaos
	Writing outcome Non-Fiction: Explanation text of how to look after a Mesopotamian Blue. (Read up to Chapter 5 and use it as an inspiration to write)		Writing outcome Non-Fiction: Non-chronological report about Mesopotamian cats / tigers / lions. (Read up to chapter 7)		Writing outcome Fiction: Setting description based on the author's techniques.	Writing outcome Fiction: Write part of the story including a significant interaction. Study different setting descriptions and use their understanding to create their own part of the story of Varjak Paw.	Writing outcome Fiction: Inspired by author visit from Sarah McIntyre and Philip Reeve.		
Grammar Focus:	In non-fiction: Start to write a clear introduction, followed by logical points, drawing to a defined conclusion.  Use a range of cohesive devices between sentences within paragraphs and across paragraphs to guide the reader through the text (not always effectively).   Use the TARR structure.		In non-fiction: Start to write a clear introduction, followed by logical points, drawing to a defined conclusion.  Use a range of cohesive devices between sentences within paragraphs and across paragraphs to guide the reader through the text (not always effectively).  		Develop ideas with some imaginative detail.  Expanded noun phrases with prepositional phrases. Start to use simile, personification, metaphors and alliteration effectively.  Use the four senses to describe a setting. 	Develop ideas with some imaginative detail.  Expanded noun phrases with prepositional phrases.  Start to use simile, personification, metaphors and alliteration effectively. Use the four senses to describe a setting.  Use and punctuate direct speech.  Writing is starting to suggest insight into character development through describing how characters look, react, talk or behave (focus on effective dialogue). 	Develop ideas with some imaginative detail.  Expanded noun phrases with prepositional phrases. Use a range of cohesive devices between sentences within paragraphs and across paragraphs to guide the reader through the text.  		

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 4 days
	 Frindleswyld Natalia and Lauren O'Hara						
	Oracy outcome Fiction: Discussion about whether Cora should go down the hole after Frindleswyld. (Read to 'And Cora would freeze alone...')	Writing outcome Fiction: Persuasive speech as Frindleswyld, trying to convince Cora to stay. (Read to 'I <i>might</i> make you Queen of Winter')	Writing outcome Poetry: Kennings poem about Frindleswyld based on character exploration and description.	Writing outcome Fiction: A diary entry from Cora about one of the impossible tasks.	Writing outcome Fiction: Narrative: sequel to Frindleswyld, including dialogue		
Grammar Focus:	Use "Tricks of the Trade" for a given style to ensure that the style of writing is evident (features of discussion text).  Start to use a follow up sentence to elaborate on most points.  Start to use parts of PEE. 	Use "Tricks of the Trade" for a given style to ensure that the style of writing is evident (persuasive devices).  Start to use a follow up sentence to elaborate on most points.  Start to use parts of PEE. 	<i>Word choices are well-considered and used to create an effect on the reader (GDS).</i>  Writing is starting to suggest insight into character development through describing how characters look, react, talk or behave. 	Use paragraphs for change in action, setting and time. Paragraphs have a relevant opening.  Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases. 	Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.  Start sentences with adverbials (time, cause and place).  Use the four senses to describe a setting.  Use and punctuate direct speech. 	Writing is starting to suggest insight into character development through describing how characters look, react, talk or behave (focus on effective dialogue). 	

Spring 1	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6
	 <p>The Great Kapok Tree Lynne Cherry</p>					
	<p>Writing outcome Fiction:</p> <p>Description of a great tree setting using the wow features discussed in class.</p>	<p>Writing outcome Fiction:</p> <p>Follow-on narrative: the next part of the story, to describe what happens after the man leaves the forest. 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>Writing outcome Non-Fiction:</p> <p>A persuasive letter to the president of Brazil to persuade him to look after the rainforest.</p>	<p>Writing outcome Non-Fiction:</p> <p>An information text based on rainforest knowledge.</p>		
<p>Grammar Focus:</p>	<p>Develop ideas with some imaginative detail. 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 more effectively. </p>	<p>Writing suggests insight into character development through describing how characters look, react, talk or behave (balance between narrative and dialogue). </p> <p>Show awareness of the reader and provide background information in writing. </p> <p>Use and punctuate direct speech. </p> <p>Start sentences with adverbials (time, cause and place). </p>	<p>Use "Tricks of the Trade" for a given style to ensure that the style of writing is evident (persuasive devices). </p> <p>Start to use a follow up sentence to elaborate on most points. </p> <p>Start to use parts of PEE. </p> <p>Add detail to persuade. </p> <p><i>Word choices are well-considered and used to create an effect on the reader. E.g., technical vocabulary in non-fiction (GDS).</i> </p>	<p>Paragraphs have a relevant opening. </p> <p>In non-fiction: write clear introduction, followed by logical points, drawing to a defined conclusion. </p>		

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	 The Iron Man Ted Hughes					
	Writing outcome Fiction: (Chapter 1) Setting description of where Iron Man came from, using the language and techniques used in the book.	Writing outcome Non-Fiction: Chapter 2 (don't give it away) Discursive text: What should be done with Iron Man? Oracy: debate contrasting opinions.		Writing outcome Fiction: Write part of the narrative.		Writing outcome Non-Fiction: A thank you letter to Iron Man for saving the world.
Grammar Focus:	Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.  Start to use simile, personification, metaphors and alliteration effectively.  Use the four senses to describe a setting more effectively. 	Use "Tricks of the Trade" for a given style to ensure that the style of writing is evident (features of discussion text).  Start to use a follow up sentence to elaborate on most points.  Start to use parts of PEE.  Write in Standard English forms for verb inflections (e.g., we were instead of we was). 		Start sentences with adverbials (time, cause and place).  Use commas for lists, subordinate clauses and fronted adverbials.  In narrative: use paragraphs for change in action, setting and time. 		In non-fiction: write clear introduction, followed by logical points, drawing to a defined conclusion.  Use "Tricks of the Trade" for a given style to ensure that the style of writing is evident.  Start to manipulate writing to create an impact on the reader. E.g., unconscious choice of formal and informal language (GDS). 

Summer 1	Week 1 3 days	Week 2	Week 3 4 days	Week 4	Week 5
	<div data-bbox="315 264 474 496" data-label="Image"> </div> <div data-bbox="495 264 689 320" data-label="Text"> <p>Beowulf Michael Morpurgo</p> </div>				
	<p>Writing outcome Fiction:</p> <p>Character description Setting description</p> <p>Both developing “show rather than tell” technique and imaginative, relevant vocabulary.</p>	<p>Writing outcome Fiction:</p> <p>Own legend using the key features of a legend and detailed character and setting descriptions.</p>	<p>Writing outcome Non-Fiction:</p> <p>A persuasive letter to King Hrothgar to fight Grendel.</p>		
<p>Grammar Focus:</p>	<p>Use paragraphs for change in action, setting and time. </p> <p>Paragraphs have a relevant opening.</p> <p>Start to use a variety of sentence types e.g., simple, compound, complex, relative. </p> <p>Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases. </p> <p>Use simile, personification, metaphors and alliteration effectively. </p>		<p>Use paragraphs for change in action, setting and time. </p> <p>Paragraphs have a relevant opening.</p> <p>Start to use a variety of sentence types e.g., simple, compound, complex, relative. </p> <p>Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases. </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>Embed use of PEE. </p> <p>Add detail to persuade. </p>

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	 <p>Room 13 Robert Swindells</p>						 <p>Letter to Y5 tutor</p>
	<p>Writing outcome Fiction:</p> <p>A setting description that creates suspense and mystery.</p>	<p>Writing outcome Fiction:</p> <p>A diary entry from the perspective of Fliss after her second night in the hotel.</p>	<p>Writing outcome Fiction:</p> <p>Own suspense story.</p>		<p>Writing outcome Non-Fiction:</p> <p>Journalistic writing: A newspaper article about the events for the local herald.</p>		
<p>Grammar Focus:</p>	<p>Use paragraphs for change in action, setting and time. Paragraphs have a relevant opening. </p> <p>Start to use a variety of sentence types e.g., simple, compound, complex, relative. </p> <p>Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases. </p> <p>Convey feelings through actions (show rather than tell). </p>	<p>Use paragraphs for change in action, setting and time. Paragraphs have a relevant opening. </p> <p>Start to use a variety of sentence types e.g., simple, compound, complex, relative. </p> <p>Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases. </p> <p>Convey feelings through actions (show rather than tell). </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>Write clear introduction, followed by logical points, drawing to a defined conclusion. </p> <p>Start to write reported speech. </p>	<p>Write clear introduction, followed by logical points, drawing to a defined conclusion. </p> <p>Use commas for lists, subordinate clauses and fronted adverbials. </p> <p>Use a variety of sentence types e.g., simple, compound, complex, relative. </p>			