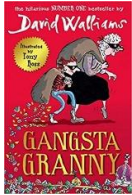


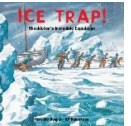
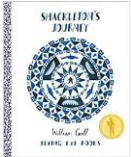

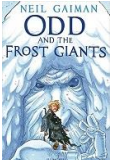
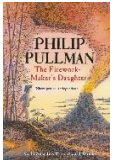


Writing			Year 4		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Gangsta Granny:</p>	 <p>Paul Stephenson:</p>  <p>The Prince and the Pauper:</p>	  <p>Ice Trap / Shackleton's Journey:</p>	 <p>Beowulf:</p>	 <p>Odd and the Frost Giants:</p>	 <p>The Firework-Maker's Daughter:</p>
<p>Character description LI: To identify and select adjectives and verbs from an extract. LI: To use adjectives/prepositions to write expanded noun phrase. LI: To describe a character using a range of figurative language. LI: To use descriptive language to describe character movement. LI: To develop fronted adverbial openers with correct punctuation. LI: To add detail by using subordinating conjunctions. LI: To plan a character description of Granny. LI: To use a range of descriptive techniques to write a description of Granny (2 lessons). LI: To edit, improve and publish a character description.</p>	<p>Diary entry LI: To identify the features of a diary entry. LI: To identify and select adjectives and verbs from an extract. LI: To use adjectives and prepositions to write expanded noun phrases. LI: To use descriptive language to describe a setting. LI: To add detail by using subordinating conjunctions. LI: To develop fronted adverbial openers with correct punctuation. LI: To plan a diary entry. LI: To write a diary entry.</p> <p>Letter LI: To identify the features of a letter. LI: To write descriptively about a setting. LI: To communicate feelings using emotive language. LI: To use co-ordinating conjunctions to join main clauses.</p>	<p>Persuasive letter LI: To identify the features of a persuasive letter. LI: To use exaggeration and rhetorical questions to persuade. LI: To use emotive language and causal conjunctions to persuade. LI: To formulate a persuasive argument using PEE (point, evidence and explanation). LI: To recognise and use formal language in an argument. LI: To develop persuasive sentence openers in an argument. LI: To plan a persuasive letter. LI: To use a variety of writing techniques to write a persuasive letter. (3 lessons). LI: To edit, improve and publish a persuasive letter.</p> <p>Explanation text LI: To identify the features of an explanation text.</p>	<p>Newspaper LI: To identify the features of a newspaper. LI: To use role play to report direct speech. LI: To understand simple differences between direct and reported speech. LI: To create suitable, snappy newspaper headlines. LI: To use subheadings to sort information in a newspaper article. LI: To develop use of formal language and third person. LI: To plan a newspaper article. (2 lessons). LI: To use a range of writing techniques to write a newspaper article. (3 lessons). LI: To edit, improve and publish a newspaper article. (2 lessons).</p> <p>Narrative – adventure story</p>	<p>Balanced argument LI: To identify the features of a balanced argument. LI: To investigate for and against reasons for an argument. LI: To use PEE to structure an argument. LI: To use causal conjunctions to add information to an argument. LI: To develop counter arguments using contrasting conjunctions. LI: To plan a balanced argument. LI: To use a range of writing techniques to write a balanced argument. (3 lessons). LI: To edit and improve writing. LI: To publish a balanced argument.</p> <p>Alternative ending LI: To identify different ways a story could end and the impact this would have on the characters.</p>	<p>Setting description LI: To develop adjectives and prepositional phrases to write expanded noun phrases. LI: To describe a jungle using figurative language (alliteration, similes, personification). LI: To use metaphors to describe a jungle and volcano. LI: To use a range of sentence openers to add interest to descriptive writing. LI: To ensure idea cohesion by using conjunctions and adverbials. LI: To demonstrate understanding of possessive apostrophes. LI: To plan a setting description of a jungle. LI: To use a range of descriptive techniques to write a setting description (2 lessons).</p>



<p>Instructions LI: To understand an instructional text and identify features. LI: To sequence instructions using fronted adverbials and imperative verbs. LI: To use formal language to clearly explain steps. LI: To draw, label and explain a diagram to give a clearer understanding of an instruction. LI: To develop understanding of key technical vocabulary. LI: To plan a set of instructions to steal the Crown Jewels. LI: To use a range of writing techniques to write instructions on how to steal the Crown Jewels (3 lessons). LI: To edit and improve an instructional text.</p> <p>Alternative ending LI: To use drama to retell a story. LI: To generate different endings for a story and use role play. LI: To write main clauses and join them using co-ordinating conjunctions. (FANBOYS). LI: To develop action using dialogue with the correct speech punctuation. LI: To plan an alternative story ending. LI: To use a range of techniques to write an</p>	<p>LI: To structure writing into clear paragraphs using TiP ToP. LI: To plan a letter. LI: To use a range of writing techniques to write a letter. (2 lessons) LI: To edit and improve writing.</p> <p>SPaG LI: To understand how to use past progressive verbs. LI: To mark possession and omission with apostrophes. LI: To improve cohesion by using nouns and pronouns.</p> <p>Alternative chapter LI: To use drama to retell a story. LI: To generate different endings for a story and use role play. LI: To build tension using a range of techniques. LI: To write descriptively using a range of techniques. LI: To plan an alternative chapter. LI: To use a range of writing techniques to write an alternative chapter. (3 lessons) LI: To edit and improve writing.</p>	<p>LI: To research factual information about Endurance and Shackleton. LI: To identify structure and presentation techniques and use them to explain. LI: To understand technical vocabulary to create a glossary. LI: To extend sentences with causal conjunctions to explain why. LI: To develop expert quotes to support explanations using inverted commas and formal language. LI: To plan an explanation text. LI: To use a range of writing and structure techniques to write an explanation texts (3 lessons). LI: To edit and improve an explanation text.</p>	<p>LI: To identify key features and the structure of an adventure story. LI: To use expanded noun phrases and fronted adverbials to develop character. LI: To use figurative language to develop setting (alliteration, similes, personification). LI: To build tension through short sentences, repetition and using senses. LI: To role play dilemmas and create freeze frames. LI: To use contrasting conjunctions to develop ideas. LI: To plan an adventure story. LI: To use a range of writing techniques to write an adventure story. (3 lessons).</p>	<p>LI: To build tension using a range of writing techniques. LI: To develop setting and character by using expanded noun phrases. LI: To consolidate the use of inverted commas for speech. LI: To plan an alternative ending. LI: To use a range of writing techniques to write an alternative ending. (3 lessons). LI: To edit and improve narrative.</p>	<p>LI: To edit, improve and publish a setting description.</p> <p>Balanced argument LI: To identify features of a balanced argument. LI: To develop for and against reasons for a debate. LI: To extend arguments by using causal conjunctions to explain ideas. LI: To use point and explanation to structure a for or against argument. LI: To write counter arguments using simple contrasting conjunctions. LI: To plan a balanced argument. LI: To use a range of writing techniques to write a balanced argument (3 lessons) LI: To edit and improve writing.</p> <p>Non-chronological report LI: To examine the layout and structure of a non-chronological report. LI: To use bullet points to research information about fireworks. LI: To recognise and use third person, formal language and the present tense consistently. LI: To plan a non-chronological report. LI: To use a range of writing techniques to write a non-chronological report (3 lessons).</p>
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Individually Strong, Collectively Stronger!



alternative ending (3 lessons). LI: To edit and improve writing.					LI: To edit and improve your own and other's writing.
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