
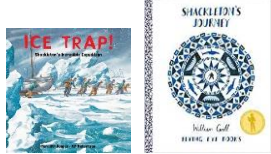



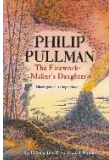


Writing			Year 4		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>The Prince and the Pauper:</p>	 <p>Ice Trap / Shackleton's Journey:</p>	 <p>Earth Heroes / Stuff:</p>	 <p>Beowulf:</p>	 <p>Odd and the Frost Giants:</p>	 <p>The Firework-Maker's Daughter:</p>
<p>Letter: LI: To identify audience, purpose and features of a letter. LI: To create individual success criteria. LI: To use TiP ToP to plan a letter with a clear structure. LI: To write descriptively about a setting. LI: To communicate feelings using emotive language. LI: To use co-ordinating conjunctions to join main clauses. LI: To use a range of writing techniques to write a letter. (2 lessons) LI: To use feedback to edit and improve writing.</p> <p>Alternative chapter: LI: To identify audience, purpose and features of a chapter. LI: To create individual success criteria. LI: To use drama to retell a story and generate new ideas. LI: To plan an alternative chapter.</p>	<p>Persuasive letter: LI: To identify audience, purpose and features of a persuasive letter. LI: To create individual success criteria. LI: To plan a persuasive letter using facts, opinions and repetition. LI: To recognise and use formal language in an argument. LI: To use emotive language and causal conjunctions to persuade. LI: To use exaggeration and rhetorical questions build upon a point. LI: To use a range of techniques to write a persuasive letter. (3 lessons) LI: To use feedback to edit and improve writing.</p> <p>Explanation: LI: To identify audience, purpose and features of an explanation. LI: To create individual success criteria. LI: To plan an explanation using research.</p>	<p>Biography: LI: To identify and understand the features of a biography. LI: To use bullet points to make notes about William Kamkwamba's life and achievements. LI: To use time adverbials to sequences events. LI: To use expanded noun phrases to describe. LI: To use a range of writing techniques to write a biography. (2 lessons) LI: To create individual success criteria. LI: To use feedback to edit and improve my writing.</p> <p>Non-chronological report: LI: To identify and understand key features of a non-chronological report. LI: To identify and select formal language. LI: To use causal conjunctions to explain the importance of climate change. LI: To add opposing statements using contrasting conjunctions.</p>	<p>Newspaper LI: To identify audience, purpose and features of a newspaper article. LI: To create individual success criteria. LI: To use role play to report direct speech using inverted commas. LI: To understand simple differences between direct and reported speech. LI: To use figurative language to create suitable, snappy headlines. LI: To develop understanding of formal language and use of third person to write an introduction. LI: To plan a newspaper article. LI: To use a range of writing techniques to write a newspaper article. (2 lessons) LI: To use feedback to edit and improve my writing.</p> <p>Narrative – adventure story: LI: To identify the key features and structure of an adventure story.</p>	<p>Balanced argument LI: To identify the features of a balanced argument. LI: To investigate for and against reasons for a given argument. LI: To use point, evidence, explanation (PEE) to structure an argument. LI: To add information to an argument using causal conjunctions. LI: To develop counter arguments using contrasting conjunctions. LI: To plan a balanced argument. LI: To create individual success criteria. LI: To use a range of writing techniques to write a balanced argument. (3 lessons) LI: To use feedback to edit and improve my writing.</p> <p>Character description LI: To describe a character using expanded noun phrases. LI: To describe a character using similes and exciting vocabulary.</p>	<p>Setting description LI: To identify audience, purpose and features of a setting description. LI: To create individual success criteria. LI: To use drama to explore character perspective. LI: To plan a setting description using images and extracts. LI: To describe a jungle using figurative language. LI: To use personification to describe nature. LI: To vary the position of subordinate clauses to add interest. LI: To ensure idea cohesion by using a range of conjunctions and adverbials. LI: To use a range of descriptive techniques to write a setting description. (2 lessons) LI: To use feedback to edit and improve writing.</p> <p>Design explanation: LI: To identify audience, purpose and features of an explanation text.</p>



<p>LI: To mark possession and omission with apostrophes. LI: To improve cohesion by using nouns and pronouns. LI: To build tension using onomatopoeia and varied sentence structures. LI: To use past progressive verbs. LI: To use prepositional fronted adverbials to link ideas. LI: To use a range of writing techniques to write an alternative chapter. (3 lessons) LI: To use feedback to edit and improve writing.</p> <p>Diary Entry (BHM): LI: To identify audience, purpose and features of a diary entry. LI: To create individual success criteria. LI: To use role play to generate emotive language. LI: To plan a diary entry using chronological order. LI: To use adjectives and prepositions to write expanded noun phrases. LI: To use subordinating conjunctions to add detail. LI: To use adverbials of time to link ideas. LI: To use feedback to edit and improve writing.</p>	<p>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 explanation using inverted commas and formal language. LI: To use a range of writing techniques to write an explanation text. (2 lessons) LI: To use feedback to edit and improve writing.</p> <p>Poetry: LI: To identify audience, purpose and features of a poem. LI: To create individual success criteria. LI: To use emotive language to consider feelings at different points of the journey. LI: To use figurative language and repetition to evoke feeling from the reader. LI: To plan a poem. LI: To use a range of poetic techniques to write a poem. LI: To use feedback to edit and improve writing.</p>	<p>LI: To use fronted adverbials to show time, place and manner. LI: To select a variety of sentence openers to inform. LI: To use subject specific language and rhetorical questions to give information. LI: To plan a non-chronological report. LI: To use a range of writing techniques to write a non-chronological report. (3 lessons) LI: To create individual success criteria. LI: To use a range of writing techniques to write a non-chronological report. LI: To use feedback to edit and improve writing.</p> <p>Instructions: 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.</p>	<p>LI: To use expanded noun phrases and fronted adverbials to develop character. LI: To use figurative language to develop setting (alliteration, similes and personification). LI: To build tension through repetition, short sentences and using senses. LI: To role play dilemmas and create freeze frames. LI: To plan an adventure story. LI: To create individual success criteria. LI: To use a range of writing techniques to write an adventure story. (4 lessons) LI: To use feedback to edit and improve writing.</p>	<p>LI: To plan a character description that it embedded in a narrative. LI: To embed a character description of a frost giant within a narrative. LI: To use feedback to edit and improve my writing.</p> <p>Alternative ending LI: To identify different ways a story could end and the impact this would have on the characters. LI: To build tension using a range of writing techniques. LI: To develop setting by using figurative language. LI: To understand and inverted commas for speech to show characterisation. LI: To plan an alternative ending. LI: To create individual success criteria. LI: To use a range of writing techniques to write an alternative ending. (3 lessons) LI: To edit and improve my writing.</p>	<p>LI: To create individual success criteria. LI: To plan an explanation text using research and technical vocabulary. LI: To use rhetorical questions to write subheadings. LI: To use causal, co-ordinating and subordinating conjunctions to extend and connect ideas. LI: To use formal language to create an impersonal tone. LI: To use a range of techniques to write an explanation. (2 lessons) LI: To use feedback to edit and improve writing.</p> <p>Persuasive advert: LI: To identify audience, purpose and features of an advert. LI: To create individual success criteria. LI: To use role play to connect with characters and create ideas. LI: To plan a performed advert using facts and opinions. LI: To write an introduction using alliteration, rule of three and rhetorical questions. LI: To use figurative language and adverbials to exaggerate and describe. LI: To apply features of persuasion to write an advert. LI: To perform an advert.</p>
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