

Individually Strong, Collectively Stronger!



Writing

Year 4

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	chapter.		contrasting conjunctions.	adventure story.		



Individually Strong, Collectively Stronger!



RY SOLD					English
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. 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 adverbials of time to link ideas. LI: To use feedback to edit and improve writing.	 presentation techniques and use them to explain. LI: To understand technical vocabulary to create a glossary. LI: To extend sentences 	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 a range of writing techniques to write a non-chronological report. LI: To use feedback to edit and improve my writing. 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.	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 my writing.	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. 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 use a range of writing techniques to write an alternative ending. (3 lessons) LI: To edit and improve my writing.	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 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. Persuasive advert: LI: To identify audience, purpose and features of an advert. LI: To use role play to connect with characters and create ideas. LI: To plan a performed advert using facts and opinions. 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.