

BANISTER WRITING LONG TERM PLAN: Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	1) The Rhythm of the Rain Grahame Baker-Smith 2) Flood Alvaro F. Villa (Picture Book)	1) The Story of Tutankhamun by Patricia Cleveland-Peck 2) Secrets of a Sun King – Emma Carroll	1) A Midsummer's Night Dream William Shakespeare edited by Tony Ross 2) Dreamgiver (LS Animation)	1) Our Planet – David Attenborough 2) Wild Life : The extraordinary adventures of David Attenborough.	1) Earth Shattering Events – Robin Jacobs 2) Varmints – Helen Ward and Marc Craste	1) Beowulf Michael Morpurgo 2) Arthur and the Golden Rope – Joe Todd Stanton Literacy Shed Plus - LitShed Resource // Viking Village Film Unit 7-9
Class Reader	The Weather Weaver – Tamsin Mori	As above	Magicborn – Peter Bunzl	Kensuke's Kingdom – Michael Morpurgo	Where the World Turns Wild – Nicola Penfold	As above
Guided Reading Text	As above + range of Non-Fiction based on the water cycle and rivers.	As above 2)	What's so special about Shakespeare? Michael Rosen	Indian Lowlands: Expedition Diary – Simon Chapman	As above – Class Reader	Norse Myths – Kevin Crossley-Holland
Writing Outcomes ENTERTAIN 8 INFORM 8 PERSUADE 1 DISCUSS 1 18	Poetry – Haiku Diary**** – Journey down the river. Setting Description	Instructions*** : How To Mummify Guide Inform : Museum Exhibition Narrative : Action sequence	Narrative : Play Script* Non-Chron Shakespeare/ Entertainment in the Tudor Period Description : Creating atmosphere (Positive Intent)	Diary**** : Expedition Account Non- Fiction : David Attenborough Voiceover Persuade** : Letter	Poetry : Verse – figurative language Explanation*** : Natural Disaster TV News Report Narrative : Setting change-the sensory shock of The Buffer Zone	Poetry : Kennings Narrative – Legend using dialogue Discussion* Should Arthur go on the quest?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	Follow THE SPELLING BOOK scheme of work.					
	Adding suffixes beginning with vowel letters to words of more than one syllable Words with the /k/ sound spelt ch (Greek in origin) Prefixes: im, il	The suffix –ation Homophones and near-homophones	Prefixes: mis, dis Possessive apostrophe with plural words	Words with the /s/ sound spelt sc (Latin in origin) eg: scheme Endings which sound like spelt –tion, –sion, –ssion, –cian /ʃən/,	Words with endings sounding like or /ʒə/ -sure - ture Prefixes: sub, inter	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) eg: antique
Handwriting	Review following Y2 content: - use horizontal strokes needed to join letters eg: on, open, over, rs, cars, vi, wa - Increase quality of handwriting eg: ascenders and descenders not overlapping	Review following Y2 content: - use diagonal strokes needed to join letters eg: ed, ing, nice, little, - begin to select an appropriate writing implement for individual tasks eg: diagrams in pencil – labels in pen	- Rehearse joins that require a loop eg: re for you join - understand which letters, when adjacent to one another, are best left unjoined using compare and contrast activities. - Review of handwriting across other subject areas and create personal targets for handwriting.	- increase quality of handwriting when writing at an increased pace using: - timed copying tasks (precision teach style) - sentence dictation - paragraph copying - Explore how handwriting changes depending on audience and purpose. Practise: - note-making - reports - letters - poetry - Diary - Review of targets for handwriting and create next personal target for handwriting.	- Revise 3 join types – use of spellings and common exception words to create sentences and paragraphs - increase quality of handwriting when writing at an increased pace using: - timed copying tasks (precision teach style) - sentence dictation - paragraph copying - independently select appropriate writing implements for individual tasks eg: diagrams in pencil – labels in pen. - increase consistency of handwriting across all subjects.	- Increase quality of handwriting eg: ascenders and descenders parallel to each other. - increase quality of handwriting when writing at an increased pace.
Spoken Language and Oracy	Frequently listens and responds appropriately to adults and their peers.	Frequently participates in discussions, presentations,	Frequently maintains attention and participate actively in collaborative conversations, staying on	Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.

	• Frequently uses relevant strategies to build their vocabulary. • Frequently ask relevant questions to extend their understanding and knowledge. • Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining exploring ideas.	performances, role play, improvisations and debates. • Frequently uses relevant strategies to build their vocabulary. • Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Frequently articulates and justifies answers, arguments and opinions.	topic and initiating and responding to comments. • Frequently articulates and justifies answers, arguments and opinions. • Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Frequently uses relevant strategies to build their vocabulary.	• Frequently speaks audibly and fluently with an increasing command of Standard English eg: <i>Most subject and verb choices agree. (e.g. was/were; did/done).</i> • Frequently maintains attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	others. • Frequently uses relevant strategies to build their vocabulary. • Frequently participates in discussions, presentations, performances, role play, improvisations and debates.	• Frequently uses relevant strategies to build their vocabulary. • Frequently selects and uses appropriate registers for effective communication. • Frequently gains, maintain and monitor the interest of the listener(s).
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Composition	- To contribute to discussions and recording ideas - Discuss similar writing and learn from its structure and vocabulary. - Composing and rehearsing sentences orally before writing. - In narratives, create plot. - To proof read my writing for punctuation.	- To choose and record key words and phrases from a bank created as a whole class when planning for writing. - Begin to group ideas together by theme. - In narratives create settings - To propose changes to vocabulary. - Use of organisational devices eg: bullet points and numbered lists	- Discuss similar writing and learn from its structure, vocabulary and grammar. - Composing and rehearsing sentences orally before writing.(including dialogue) - To proof read my writing for punctuation and Y3/4 HFW spelling	- To propose changes to grammar and vocabulary. - Use of headings and subheadings in non-fiction. - To organise paragraphs around a theme in non-fiction writing.	- To proof read my writing for punctuation and Y3/4 HFW spelling and key vocabulary given. - To organise paragraphs around a theme in narrative writing.	- In narratives create characters - To assess other's writing and suggest improvements.
Vocabulary & Terminology	Recap Y2 content: noun, verb, adjective, adverb Y4 content: determiner adverbial personification Pre-Teach Y6: synonyms	Recap Y1 content: alliteration Recap Y3 content: clause subordinate clause conjunction Y4 content: Pronoun Assonance Pre-Teach Y6: Bullet points	Possessive pronoun Pre-Teach Y6: Antonym	Recap Y1 content: simile	Pre-Teach Y6: Bullet points Y4 content: Pronoun	metaphor hyperbole
Punctuation	Recap Y2 content: Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences.	Recap Y2 content: - Commas in a list Y4 content: - Apostrophes to mark plural possession	- Use of a comma to mark a fronted adverbial. - Use of a comma to mark a subordinate clause		Use of inverted commas and other punctuation to indicate direct speech	

Grammar	- Expanded noun phrases - Use of modifying adjectives, nouns and prepositional phrases to - Order of adjectives <u>Where, When How Sentences</u> Use a fronted adverbial of place, time or manner to build a sentence. Eg: In the town square, at 5o'clock, the morning sun rose slowly.	- Fronted adverbial followed by a comma - Use of paragraphs around a theme - Difference between plural and possessive s <u>-ing + Character Sentence</u> Use an –ing verb followed by a comma, and then the character's name or pronoun eg: Laughing, Mum helped Daniel off the floor. Gasping, he beckoned the other workers to come and see his discovery.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. <u>(Y3) When, If, Although Sentences</u> Use When, if, or although to extend a sentence with a subordinate clause or use When, if or although to start a subordinate clause to open a sentence. Eg: I left my coat at home although it was raining OR Although it was raining, I left my coat at home.	Verb inflections: we were instead of we was OR I did rather than I done <u>Present Perfect Sentences</u> Pronoun + have + ed verb Eg: You have travelled a long way. Kasim has climbed the mountain.	Use of paragraphs around a theme <u>Double –ed Sentences</u> Use two –ed adjectives followed by a comma eg: Worried and scared, Nicola watched the rain fall outside for yet another day.	<u>Double ly Sentences</u> Use two –ly adjectives followed by a comma eg: Shakily and slowly, Grendel crawled back to his hideaway. <u>Speaker First Sentences</u> Write the speaker's name (or pronoun) followed by a said synonym and comma. Then write the speech in inverted commas. Eg: The train driver yelled, "All aboard!"
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