

Templefield Lower School **Year 4** Long Term Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Written Outcomes Talk for Writing	Narrative Story – Journey Tale	Non-Fiction – Persuasion	Narrative Story – Tale of Fear	Non-Fiction – Information Text	Narrative Story – Adventure Tale	Non-Fiction - Explanation
Focus Text	Journey to the Lonely Mountain	The Day the Crayons Quit	Zelda Claw	Amazing Aliens	Mission Possible	Teacher Pleaser
Poetry	Opportunities for poetry are woven through units of work for example in the form of spine poems to support vocabulary development.					
		Poetry Week Spine Poetry Winter / Christmas themed		Poetry Week Class Animals		Poetry Week
NC: Composition (planning, drafting, editing and proof reading)	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discuss and record ideas - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures - Organise paragraphs around a theme - In narratives, create settings, character and plot - In non-narrative material, use simple organisational devices (for example headings and subheadings) - Assess the effectiveness of their own and others' writing and suggesting improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
NC: Sentence Level	Fronted Adverbials	Fronted Adverbials	Fronted adverbials	Fronted adverbials	Fronted adverbials	Fronted adverbials
	Noun Phrases Subordinate clauses Past tense verbs	Expanded Noun Phrase Present perfect verbs Subordination and coordination Subordinate clauses	Expanded noun phrases Interesting verbs	Expanded noun phrases Adverbials Adverbs Prepositional phrases Subordinate clause	Prepositions / Prepositional phrases Adverbs Expanded noun phrases Subordination	Expanded noun phrases Adverbs Subordinate clauses Preposition

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		Verb Inflections		Conjunctions	Subordinate clauses Conjunctions Action verbs	Coordinating and subordinating conjunctions
NC: Work Level, inc punctuation	Inverted commas and other punctuation for speech Choice of pronoun / noun for cohesion avoiding repetition Commas for fronted adverbials Commas for clauses Apostrophes for plural possession and contractions	Commas for lists Commas after fronted adverbials Apostrophes for singular and plural possession and contractions	Choice of pronoun / noun for cohesion avoiding repetition Commas after fronted adverbials Possessive apostrophes (singular) Question sentences	Plural possessive apostrophe Commas after fronted adverbials Commas in lists	Commas after fronted adverbials Plural and singular possessive apostrophes Direct speech Choice of pronoun / noun for cohesion avoiding repetition	Commas after fronted adverbials Possessive apostrophe
NC: Grammar Terminology	Pronoun, inverted commas, noun phrase, fronted adverbial, subordinate conjunctions, coordinating conjunctions, determiner	Present perfect verbs, fronted adverbial, noun phrase, conjunctions, rhetorical questions, determiner	fronted adverbial, noun phrase, rhetorical questions	fronted adverbial, noun phrase, plural possessive apostrophe, commas for lists	fronted adverbial, pronoun, noun phrase, plural possessive apostrophe, determiner	Fronted adverbial, noun phrase, possessive apostrophe, comma
NC: Spelling Spelling Shed (Literacy Shed) Spelling Scheme	Discrete spelling lessons 3 times a week following Spelling Shed Spelling Scheme. Application in writing lessons: The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]					

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NC: Handwriting Teach Handwriting Scheme	Cursive: Whole words, mixed letter families, focus on varying exits, capital letters	Cursive: Whole words, mixed letter families, focus on varying exits, capital letters	Refining Skills: Whole words and mixed letter families with varying exits	Refining Skills: Whole words and mixed letter families with varying exits	Refining Skills: Whole words and mixed letter families with varying exits	Refining Skills: Whole words and mixed letter families with varying exits
		Refining skills		Developing speed and fluidity through dictation	Developing speed and fluidity through dictation	Developing speed and fluidity through dictation

Talk for Writing Toolkits (Language features and their effect) and Wider Curriculum Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Dialogue		Suspense		Action	
Non-Fiction		Persuasion – Join the Roman Army (History)		Information – Endangered Animals (Geography)		Explanation – Electronic Games (DT)
Wider Curriculum Writing (Non-Fiction)	Geography – Information text – Volcanoes History – Persuade to join the Roman Army (Hot Write)		DT – Instructions – A recipe for salsa and guacamole Science – Persuasive Text – Have a healthy lifestyle Geography – Information Text on endangered animals (Hot Write)		History – Information Text – The Vikings Science – Explanation Text – States of Matter (How Water Changes) DT – Explanation for an electronic game (Hot Write)	