



Medium Term Planning for Writing

Year Group:	4	Class Teacher:	Mrs Morgan
Academic Year:	2021-2022	Term:	Autumn 2

The Snow Dragon

Author: Vivien French

Final writing Outcome:	Non Chronological Report
Incidental pieces of writing:	Response to inference questioning, email/letter Report Description of animal, description of a journey, diary entry, setting description, interview questions.
Success Criteria	
Continuous skills	
Grammar and punctuation	Use a range of sentences with more than one clause- through use of conjunctions. Use the correct article 'a' or 'an' Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. Use fronted adverbials of place, time and manner, including the use of a comma. Use expanded noun phrases, including with preposition and modifying adjectives. Use conjunctions, adverbs and prepositions to express time, place and cause. Build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions. Use and punctuate direct speech correctly Use standard English for verb inflections- instead of spoken forms. Correctly demarcate all sentences. Use the apostrophe for omission and possession. Use correct punctuation in direct speech, including a comma after the reporting clause. Almost always use commas for fronted adverbials.
Composition	Write from memory simple dictated sentences that include words and punctuation taught. Open sentences in different ways to create effects. Organise narrative writing into clear sequences with more than a basic beginning, middle and end. Write a narrative with a clear structure, setting, characters and plot Include key vocabulary and grammar choices that link to the style of writing. Begin to open paragraphs with topic sentences and organise them around a theme. Develop endings which close the narrative appropriately relating to the beginning or a change in a character.
Transcription (Spelling)	Use the first two or three letters of a word to check its spelling in a dictionary. Spells words with additional prefixes and suffixes and understand how to add them to root words. Use plural – s and possessive –s correctly Recognise and spell additional homophones. Spell identified commonly misspelt words from the Year 3 and 4 word list
Handwriting and presentation	Use the diagonal and horizontal strokes that are needed to join letters .Understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Focus skills	
ARE	
<ul style="list-style-type: none"> I can use conjunctions to express time, place and cause. I can use Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was). I can use simple organisational devices, including headings and sub-headings to aid presentation. I can use apostrophes accurately (most of the time) for possession with singular nouns (e.g. the dog's tail, John's hat). I can use a variety of verb forms correctly and consistently (past and present tense, progressive and present perfect). I can use nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence). 	

To love, serve and learn as Jesus shows us

Sequence of Teaching and Learning



