

	Writing Long Term Overview					Year 4/5
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEXT:	Beowulf by Michael Foreman	The Lost Happy Endings by Carol Ann Duffy	Children of the Benin Kingdom by Dinah Orji	Queen of the Falls by Chris Van Allsburg	Curiosity by Markus Motum	Hidden Figures
Poetry	Figurative Language Poetry		Performance Poetry		Narrative Poetry	
Extended pieces of writing:	Diary entry Obituary	Character description Newspaper report	Informal letter Eye witness report	Setting description Letter	Explanation TV news broadcast report	Job advert Formal persuasive letter
Final assessed piece:	Legendary Narrative	Narrative – Alternative Fairy story	Non chronological report	Narrative - Stories in familiar settings	Expanded Explanation	Memoir - diary
Continuous Skills	Year 4			Year 5		
	<p>Plan using features of the given form.</p> <p>Plan, draft and orally rehearse writing, including selecting vocabulary and phrases, to engage and interest the reader.</p> <p>Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures.</p> <p>Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.</p> <p>Make appropriate additions, revisions and corrections when proof-reading.</p> <p>Use paragraphs to organise information and ideas around theme.</p> <p>Use paragraphs to organise and sequence more extended narrative structures.</p> <p>Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency.</p> <p>Write from memory sentences dictated by the teacher, that include words and punctuation included in the Y3/4 word list</p> <p>Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4).</p> <p>Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-)</p> <p>The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 are mostly accurate.</p> <p>Mostly accurate spelling of words from the year 3 /4 wordlist</p> <p>Uses dictionaries efficiently</p> <p>Punctuation at Y3 standard is used correctly: Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't).</p>			<p>Plan writing by identifying the audience and purpose of the writing.</p> <p>Select the appropriate form for writing.</p> <p>Demonstrate awareness of audience by beginning to use a wider range of techniques such as recap, repetition of a catchphrase, humour; some use of dialogue to entertain and engage the listener/reader.</p> <p>Adapt sentence length and vocabulary to change and enhance meaning.</p> <p>Evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Use paragraphs to organise more complex information and narrative. (In narrative, split into several paragraphs relating to story structure.)</p> <p>The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 and some rules and patterns from appendix 1 for years 5 /6 are accurately applied, including:</p> <ul style="list-style-type: none"> • accurate spelling of some suffixes from appendix 1, years 5 /6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer) • accurate spelling of some common homophones and other words which are often confused • accurate spelling of words that are often misspelt, including most words from the year 3 /4 wordlist and some from the year 5/6 word list in Appendix 1 <p>Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum</p> <p>Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style).</p>		

<p>Specific skills</p>	<p>Create setting, characters and plot in narrative writing including using details to build character descriptions and evoke a response</p> <p>Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/ Inside the castle/ Suddenly)</p> <p>Writing demonstrates appropriate use of adverbs to indicate degrees of possibility (perhaps, surely, certainly, definitely, maybe, possibly, clearly, obviously, probably)</p> <p>Writing demonstrates appropriate use of relative clauses beginning with who, which, where, when, whose or that to add detail or description (the house, which stood on the corner of the street, was derelict)</p> <p>Use paragraphs to organise information and ideas around a theme</p> <p>Use paragraphs to organise and sequence more extended narrative structures</p> <p>Use paragraphs to organise more complex information and narrative. (In narrative, split into several paragraphs relating to story structure.)</p>	<p>Developing settings using adjectives and figurative language to evoke time, place and mood</p> <p>Develop setting, characters and plot in narrative writing:</p> <ul style="list-style-type: none"> Use different ways to open the story Add scenes, character, dialogue to a familiar story Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum.)</p> <p>Use a wide range of devices to build cohesion within a paragraph (then, after that, this, firstly).</p> <p>Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases (time, place and number) and tense choices (He had seen her before.)</p> <p>A range of punctuation is used, mostly accurately including: Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker)</p>	<p>Use simple organisational devices, including headings and sub-headings to aid presentation</p> <p>Writing demonstrates appropriate use of fronted adverbials to vary sentence structure (later that day, I heard the bad news)</p> <p>Writing demonstrates appropriate use of Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was)</p> <p>Writing demonstrates appropriate use of Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was)</p> <p>Writing demonstrates some use of a wider range of punctuation: Brackets, dashes and commas to indicate parenthesis</p>	<p>Writing demonstrates appropriate use of the grammatical difference between plural and possessive s</p> <p>Mostly accurate use of apostrophes for plural possession</p> <p>Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some)</p> <p>Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect)</p> <p>Writing demonstrates appropriate use of nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence, look at the speedboat with the blue sail)</p> <p>Writing demonstrates appropriate use of: Some evidence of noun phrases conveying complicated information with greater precision including some repetition of noun phrases for specification (Some brave people have climbed mountains-the first two people were...; Just hear me out- all your children and all the children in town will love it!)</p>	<p>Mostly accurate use of apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat)</p> <p>Writing demonstrates some use of a wider range of punctuation: use of commas to clarify meaning or avoid ambiguity</p> <p>A range of punctuation is used, mostly accurately including commas after fronted adverbials</p> <p>Writing demonstrates some use of a wider range of punctuation: brackets, dashes and commas to indicate parenthesis</p>	<p>Some accurate use of possessive apostrophes for plural nouns (e.g. girls', boys', babies')</p> <p>Writing demonstrates some use of a wider range of punctuation: Use of commas to clarify meaning or avoid ambiguity.</p> <p>Punctuation at Y3 standard is used correctly: Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't)</p> <p>Punctuation at Y4 standard is used correctly: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and apostrophes for singular possession.</p>
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