



English Writing Plan
Year 4
Medium Term Plan

Levels of Sophistication - Innovation

Substitution EYFS	Substitution and reordering KS1	Addition KS1	Alteration LKS2	Change of viewpoint, tense, structure, genre UKS2
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Originality Meter

Simplify	Hugging Closely	Some Originality	Very Original
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Autumn 1			Autumn 2		
Consolidation (2 weeks)	Fiction (4 weeks)	Poetry (1 week)	Consolidation (2 weeks)	Non fiction (3 weeks)	Invention (1 week)
Suspense	Settings & description Year 3/4 Text: Cloud Tea Monkeys	<i>Refer to own school's plan</i>	Character	Persuasion Year 3/4 Text: The Boy Who Biked The World.	



	<p>Plot: Rags to Riches Year 4 Text: The Dragon of Krakow Plot: Overcoming the Monster</p>			<p>Year 4 Text: I Wanna Iguana</p>	
<p><i>Refer to own school's plan</i></p> <p><u>Revisit NC and Appendix E of writing framework:</u> Main clauses Subordinate clauses Fronted adverbials (manner)</p> <p><u>Revisit toolkit from Y3: Summer 1. What were the gaps identified in the hot task?</u></p> <p>Vary sentence length to affect the reader.</p> <p>Inject pace and drama through a range of dramatic</p>	<p>Help your reader picture the setting using carefully chosen verbs and adverbs</p> <p>Bring the setting to life through personification</p> <p>Show how a character reacts to the setting through an emotive verb</p> <p>Match the mood or atmosphere by selecting powerful, precise and well-chosen nouns, adjectives, verbs and adverbs</p>		<p><i>Refer to own school's plan</i></p> <p><u>Revisit NC and Appendix E of writing framework:</u> Main clauses Subordinate clauses Speech</p> <p><u>Revisit character from Y3: Spring 1. What were the gaps identified in the hot task?</u></p> <p>Pile up the description using a detailed sentence of three</p> <p>Consolidate speech punctuation rules</p>		



Year 4

openers	Create atmosphere through more complex metaphor and similes				
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Spring 1			Spring 2		
Consolidation (1 week)	Fiction (4 weeks)	*Summative assessment* AND Poetry (1 week)	Poetry (1 week)	Non fiction (4 weeks)	Consolidation (1 week)
Action	<p>Character & dialogue Year 3/4 Text: How to Train a Dragon Plot Defeating the monster (core with elements) Year 4 Text: The Boy that Grew Dragons Plot Defeating the monster.</p>			<p>Discussion Year 3/4 Text: The Day the Crayons Quit Discussion: Is it fair to use things without asking first/considering feelings? Year 4 Text: The Promise Discussion: right to steal? Should we take responsibility for taking care of the environment?</p>	Instructions
<i>Refer to own school's</i>	Show how a character	<i>Poetry: refer to own</i>	<i>Poetry: refer to own</i>	Refer to toolkit	<i>Revisit NC and</i>



<p><i>plan</i></p> <p><u>Revisit NC and Appendix E of writing framework:</u> Main clauses Subordinate clauses</p> <p><u>Revisit toolkit from Y3: Summer 1. What were the gaps identified in the hot task?</u></p> <p>Show how a character is feeling through their actions and reactions</p> <p>Drop the reader into the action with an -ing progressive opener</p>	<p>is feeling through their actions and reactions</p> <p>Pile up the characters' actions with precise verbs</p> <p>Use fronted adverbials to show how characters are feeling (punctuated correctly)</p> <p>Reveal a character's worries or thoughts through a question.</p> <p>Reveal a character's desire, wish or fear.</p> <p>Consolidate speech punctuation rules</p> <p>Use only a few exchanges, balancing descriptions, action and dialogue</p> <p>Tag on what a</p>	<p><i>school's plan</i></p>	<p><i>school's plan</i></p>		<p><u>Appendix E of writing framework:</u> Main clauses Subordinate clauses</p> <p><u>Revisit toolkit from Y3: Summer 2. What were the gaps identified in the hot task?</u></p> <p>Advise and warn the reader through a range of subordinate clauses.</p> <p>Tell people the order in which to do things by using a more sophisticated range of time openers (fronted adverbials).</p>
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	<p>character is doing while speaking.</p> <p>Use a speech sandwich by adding the listener's reaction.</p> <p>Use dialogue to suggest how a character feels, thinks or what they are like.</p> <p>Include what people have said</p>				
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Summer 1			Summer 2		
Consolidation (1 week)	Fiction *Standardised unit* (4 weeks)	*Summative assessment* AND Poetry (1 week)	Invention (2 weeks)	Non fiction (4 weeks)	Poetry (1 week)
Dialogue	Action & suspense Year 3/4 Text: The Zebra's Great escape			Explanation Year 3/4 Text: Wolves Year 4 Text: Until I Met	



Year 4

	<p>Plot: Tale of fear Year 4 Text: Varjak Paw Plot: Beating the Monster</p>			Dudley	
<p><u>Revisit toolkit from Y4: Spring 1. What were the gaps identified in the hot task?</u></p> <p>Consolidate speech punctuation rules</p> <p>Tag on what a character is doing while speaking.</p> <p>Use a speech sandwich</p>	<p>Inject action into the setting, creating atmosphere</p> <p>Extend the action using a progressive -ing</p> <p>Intensify the danger of the threat through their movements</p> <p>Make the reader worried through the use of rhetorical questions</p>			Refer to toolkit	

