

## Writing Medium Term Plan Fox Class (Y4/5)

### Term 1 Autumn 2023

#### Y4 Learning Outcomes:

Year 4: (Ongoing)

1. I can write for a range of purposes and audiences based on personal experience and high-quality texts.
14. I can use paragraphs to organise my writing.
16. I can evaluate and edit my writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations.
19. I can maintain neat, legible handwriting that is joined consistently.
20. I can use all the punctuation I have been taught so far (full stops, capital letters, ?, !, all types of apostrophe, commas in a list, inverted commas).

Year 5:

- 1a. I can use legible joined writing consistently
- 2a. I can use a dictionary and thesaurus effectively
- 5a. I can proof read and edit my writing effectively
- 7a. I can write for a range of purposes and audiences based on personal experiences and high quality texts.
- 4a. I meet the Y5 expectations for our chosen spelling scheme (SCODE)
- 26a. I can evaluate my writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Year 5 grammar and spelling expectations.

Year 4: (Termly)

2. I can use noun phrases expanded with prepositional phrases (The shelter in the middle of the rainforest.)
5. I can use fronted adverbials for time.
8. I can carefully select narrative language features for effect (power of three)
15. Describe plots in narratives, linking the end to the opening

Year 5:

- 6a. I can develop characterisation by drawing on my reading (actions, motives, other reactions to them.)
- 8a. I can use a range of cohesive devices between paragraphs (tense, repetition for effect)
- 23a. I can use relative pronouns (who, which, were)
- 17a. I can use an embedded clause (within sentence writing) and understand that this can be a subordinate and relative clause.
- 18a. I can begin to use dashes for afterthoughts
- 24a. I can understand the difference between direct and reported speech and use it in my writing with the correct punctuation.
- 16a. I can use figurative language in my writing (personification)

**Weeks 1: Poetry – List poem – Wings by Pie Corbett**

**Week 2 – 6: Narrative – The Great Kapok Tree – Openings and Endings**

**Flexible groupings will be used on gap filling in small groups.**

Week	Learning Objectives	SPaG	Spelling Focus
1 4 <sup>th</sup> Sept	To understand what a list poem is and highlight the different poetic devices found in 'Wings' by Pie Corbett.	To use expanded noun phrases and personification.	<b>Year 4:</b> Baseline  /ee/  Breathe, increase
1 2a 16a	To use a dictionary and thesaurus to create a bank of vocabulary that can be used in my own list poem.  To write sentences using figurative language, focusing on personification.		<b>Year 5:</b> Baseline  /f/ coded f  Familiar, foreign, profession, forty, sacrifice

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	To write my own list poem based on 'Wings' by Pie Corbett.		
2 11 <sup>th</sup> Sept	To look at different story openers and discuss what makes a successful opening.	Power of 3 sentences. Expanded noun phrases Prepositional phrases	<b>Year 4:</b>  /ee/  Breath, breathe  Homophones and near homophones  <b>Year 5:</b>  /f/ coded ff  Bluff, traffic, difficult, afford
2. 8. 6a.	To predict what the story of the Great Kapok Tree is going to be about.  To write a setting description using power of 3 sentence.  To write noun phrases expanded with prepositional phrases about the rainforest.  To box up opening of The Great Kapok Tree.		
3 18 <sup>th</sup> Sept	To create an openings and endings success criteria.	Sentence openers Direct speech using inverted commas	<b>Year 4:</b>  /ee/  Increase, breath, breathe, believe  Homophones and near homophones  <b>Year 5:</b>  /f/ coded ph  Trophy, triumph, physique, graph
16. 5a. 24a.	To write sentences openers for The Great Kapok Tree using who, where and what.  To write sentences using direct speech.  To write a dialogue using direct speech.  To edit and redraft dialogue.		
4 25 <sup>th</sup> Sept	To write sentences using fronted adverbials for time.	Power of 3 sentences. Expanded noun phrases Prepositional phrases	<b>Year 4:</b>  /ee/  Recent
2. 8. 6a.	To write sentences using relative pronouns and relative clauses.	Sentence openers Direct speech using inverted commas	ei – receipt, receive
16. 5a. 24a. 23a. 17a.	To generate word banks for the opening of The Great Kapok Tree.  To re-write the opening of The Great Kapok Tree.  To revise and edit the opening extract.	Fronted adverbials for time Relative clauses and relative pronouns.	<b>Year 5:</b>  Homophones – prophet, profit

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<p>5 2<sup>nd</sup> Oct</p> <p>15. 2. 8.</p> <p>6a. 16.</p> <p>5a. 24a. 23a. 17a.</p>	<p>To research how authors link their endings to their openings.</p> <p>To explain how the ending is linked to the opening in the Great Kapok Tree.</p> <p>To re-write the ending to the Great Kapok Tree.</p> <p>To revise and edit the ending extract.</p> <p>To box up opening of own persuasive story with a message.</p>	<p>Power of 3 sentences. Expanded noun phrases Prepositional phrases Sentence openers Direct speech using inverted commas Fronted adverbials for time Relative clauses and relative pronouns.</p>	<p><b>Year 4:</b> /ee/ Extreme, complete Prefixes -re</p> <p><b>Year 5:</b> /f/ coded gh Enough, laugh, tougher</p>
<p>6 9<sup>th</sup> Oct</p> <p>15. 2. 8.</p> <p>6a. 16.</p> <p>5a. 24a. 23a. 17a.</p>	<p>To write own story opening.</p> <p>To revise and edit story opening.</p> <p>To research into persuasive writing techniques.</p> <p>To practise persuasive writing techniques for a specific topic.</p> <p>To make notes on why we should protect rainforests based on ideas from The Great Kapok Tree.</p>	<p>Power of 3 sentences. Expanded noun phrases Prepositional phrases Sentence openers Direct speech using inverted commas Fronted adverbials for time Relative clauses and relative pronouns.</p>	<p><b>Year 4:</b> /ee/ Prefixes –ad &amp; -re</p> <p><b>Year 5:</b> Stressing words End of unit</p>
<p>7 16<sup>th</sup> Oct</p> <p>2. 8. 6a. 23a. 17a.</p>	<p>To plan a persuasive letter.</p> <p>To write a persuasive letter.</p> <p>To revise and edit a persuasive letter.</p>	<p>Power of 3 sentences. Expanded noun phrases Prepositional phrases Relative clauses and relative pronouns.</p>	<p>End of unit test</p>