

Writing Medium Term Plan Fox Class (Y4/5)
Term 3 Spring 2024

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 possessive pronouns (hers, theirs, ours, mine, his)
- 5. I can use fronted adverbials for time.
- 6. I can use non-narrative features (headings, sub-headings, columns, captions) to structure my writing
- 7. I can develop characters in my writing through action and dialogue (Show not tell)
- 15. Describe plots in narratives, linking the end to the opening
- 23. I can write complex sentences with a subordinate clause at the start and at the end of the sentence
- 24. I can use inverted commas accurately, starting a new line for a new speaker and with some evidence of punctuation within speech
- 28. Use inverted commas and other punctuation accurately to mark speech

Year 5:

- 6a. I can develop characterisation by drawing on my reading (description, thoughts, back story)
- 8a. I can use a range of cohesive devices between paragraphs (fronted adverbials, tense)
- 13a. I can read my own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear.
- 14a. I can write with appropriate levels of formality for audience and purpose.
- 25a. I can use brackets and dashes to mark parenthesis accurately in my writing.
- 19a. I can indicate possibility using modal verbs (could, would, should, might, may, will)

Weeks 1-4: Narrative – Who Let the Gods Out? - Character and Dialogue

Week 5: Non-fiction - Non chronological report – god fact file

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

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Week	Learning Objectives	SPaG	Spelling Focus
<p>1 8th Jan</p> <p>24 28 13a 19a .</p>	<p>To predict what 'Who Let the Gods Out' is about based on the front cover and the blurb.</p> <p>To write a setting description of what Virgo could see as she approached earth. (p23)</p> <p>To write a dialogue between Virgo and Elliott when they first meet. To use inverted commas, new speaker new line and other punctuation correctly when writing speech. (p39) (x2 lessons)</p> <p>To read my own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear.</p> <p>To write sentences using modal verbs (could, would, should, might, may, will) to indicate possibility.</p>	<p>Speech using inverted commas and other speech punctuation</p> <p>Modal verbs</p>	<p>Year 4:</p> <p>Baseline test</p> <p>/l/ coded l, ll</p> <p>Suffix: ly</p> <p>Year 5:</p> <p>Baseline test</p> <p>Words ending ency/ancy (plus ent/ant/ence/ance)</p>
<p>2 15th Jan</p> <p>6a 7 23 15</p>	<p>To write a fact file for mortals and a fact file for immortals. (p39 +59)</p> <p>To write a character description of Virgo. (p41)</p> <p>To develop my characterisation using show not tell. (How else could Virgo prove that she is immortal? P56-57)</p> <p>To write complex sentences with a subordinate clause at the start about what has happened so far in the story.</p> <p>To write complex sentences with a subordinate clause at the end of the sentence about what has happened so far in the story.</p>	<p>Expanded noun phrases</p> <p>Complex sentences</p>	<p>Year 4:</p> <p>/l/ coded l, ll</p> <p>Suffix: ly</p> <p>Year 5:</p> <p>Words ending ency/ancy (plus ent/ant/ence/ance)</p>
<p>3 22nd Jan</p> <p>25a. 5.</p>	<p>To write a character description of Prisoner 42. (p60-61)</p> <p>To predict what Prisoner 42 did which meant that he had to be imprisoned.</p>	<p>Brackets and dashes to mark parenthesis.</p> <p>Fronted adverbials for time.</p>	<p>Year 4:</p> <p>/ar/ coded ar, a, al</p> <p>Year 5:</p>

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	<p>To use fronted adverbials for time in our writing.</p> <p>To use brackets and dashes to mark parenthesis accurately in my writing. (x2 lessons)</p>		<p>Hip homophones: effect/affect, aloud/allowed, heard/herd</p>
<p>4 29th Jan</p> <p>2 8a 14a 24 28 6a</p>	<p>To box up the story of Prisoner 42.</p> <p>To write a dialogue between Zeus and Prisoner 42.</p> <p>To write a story (with paragraphs) about what Prisoner 42 did ending with him being imprisoned by Zeus. (x2 lessons)</p> <p>To edit and improve our story about Prisoner 42.</p>	<p>Inverted commas</p> <p>Fronted adverbials</p> <p>Tense</p> <p>Possessive pronouns (daily reviews)</p>	<p>Year 4:</p> <p>/ar/ coded ar, a, al</p> <p>Year 5:</p> <p>Apostrophe – contractions including: contractions v's pronouns</p>
<p>5 5th Feb</p> <p>6</p>	<p>To write up my Prisoner 42 story into my special writing book.</p> <p>To research into different gods and plan my god fact file. (x2 lessons)</p> <p>To write a non-chronological report (fact file) about a god.</p> <p>To edit and improve my fact file about a god.</p>		<p>Year 4:</p> <p>/ar/ coded ar, a, al</p> <p>Have you cracked the code?</p> <p>Year 4 end of unit test</p> <p>Year 5:</p> <p>Have you cracked the code?</p> <p>Year 5 end of unit test</p>