

Writing Medium Term Plan Fox Class (Y4/5)
Term 4 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):

- 3. I can use noun phrases expanded with prepositional phrases (The shelter in the middle of the rainforest.)
- 4. I can develop settings linked to the genre and intended effect (use senses)
- 9. I can use fronted adverbials for place.
- 10. I can develop settings linked to the genre and intended effect (describe impact of setting on characters)
- 11. I can use similes and alliteration in my writing
- 22. Use noun phrases with modifying nouns (adds info to the noun – not always with an adjective eg, Tom's car)
- 26. I can use apostrophes for plural possessive

Year 5:

- 15a. I can develop settings and atmosphere in detail (links between the weather)
- 16a. I can use figurative language in my writing (allusion/idioms)
- 22a. I can use commas to mark non-defining relative clauses.
- 23a. I can use relative pronouns (when, that, whose)
- 26a. I can use defining and non-defining relative clauses.

Weeks 1-4: Narrative – Our Tower - Setting

Week 5: Poetry – The Magnificent Bull

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

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Week	Learning Objectives	SPaG	Spelling Focus
<p>1 19th Feb</p> <p>3 22</p>	<p>To write up our author visit and Q&A session with Malorie Blackman.</p> <p>To discuss the use of colour and language used in the book and the effect they have on the reader. Predict what will happen in the story (read up toand we tumble in).</p> <p>To create word banks for the different settings in the story.</p> <p>To use noun phrases expanded with prepositional phrases to describe the different settings.</p> <p>To use noun phrases with modifying nouns.</p>	<p>Noun phrases expanded with prepositional phrases</p> <p>Noun phrases with modifying nouns</p>	<p>Year 4:</p> <p>Baseline test</p> <p>/u/</p> <p>/y(oo)/</p> <p>/o/</p> <p>/oa/</p> <p>Year 5:</p> <p>Baseline test</p> <p>/s/ coded s</p>
<p>2 26th Feb</p> <p>4 15^a 109</p>	<p>To use my senses to develop my setting descriptions.</p> <p>To write sentences describing the atmosphere and the weather in a setting.</p> <p>To describe the wizened tree-grown man.</p> <p>To describe the impact of the setting on the characters.</p> <p>To write sentences with fronted adverbials for place.</p>	<p>Expanded noun phrases</p> <p>Fronted adverbials for place.</p>	<p>Year 4:</p> <p>/u/</p> <p>/y(oo)/</p> <p>/o/</p> <p>/oa/</p> <p>Year 5:</p> <p>/s/ coded s</p>
<p>3 4th March</p> <p>11 16^a 26</p>	<p>To use similes in my writing.</p> <p>To use alliteration in my writing.</p> <p>To use figurative language in my writing (allusion/idioms) (x2 lessons)</p> <p>To use apostrophes for plural possession.</p>	<p>Prefixes and suffixes</p> <p>Apostrophes for plural possession</p>	<p>Year 4:</p> <p>though</p> <p>through</p> <p>suffix – ed, er, est, ing</p> <p>stressed syllables</p> <p>Year 5:</p> <p>/s/ coded ss</p>

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<p>4 11th March</p> <p>22a 23a 26a</p>	<p>To identify defining and non-defining relatives clauses.</p> <p>To use relative pronouns and commas when writing non-defining relative clauses.</p> <p>To use defining relative clauses in my writing.</p> <p>To plan my own setting description of where the children end up after they tumble into the tree.</p> <p>To write my setting description.</p>	<p>Defining and non-defining relative clauses</p> <p>Commas to mark relative clauses</p>	<p>Year 4:</p> <p>Stressed syllables</p> <p>Suffix – ous, y, g</p> <p>Year 5:</p> <p>/s/ coded ss</p>
<p>5 18th March</p>	<p>To edit and improve my setting description.</p> <p>To write up my setting description into my special writing book.</p> <p>To read and perform the poem 'The Magnificent Bull'.</p> <p>To identify the figurative language used in the poem.</p> <p>To write my own poem based on 'The Magnificent Bull'.</p>	<p>Expanded noun phrases</p> <p>Relative clauses</p>	<p>Year 4:</p> <p>/u/</p> <p>/y(oo)/</p> <p>/o/</p> <p>/oa/</p> <p>Have you cracked the code?</p> <p>Year 5:</p> <p>Hip Homophones</p>
<p>6 25th March</p> <p>2 days</p>	<p>To write my own poem based on 'The Magnificent Bull'.</p> <p>To edit and improve my poem.</p>		<p>Year 4:</p> <p>Year 4 end of unit test</p> <p>Year 5:</p> <p>Year 5 end of unit test</p>