

Writing Medium Term Plan Fox Class (Y4/5)

Term 5 Summer 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 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)

Year 4 (termly):

- 2. I can use possessive pronouns (hers, theirs, ours, mine, his)
- 8. I can carefully select narrative language features for effect (power of three)
- 10. I can develop settings linked to the genre and intended effect (describe impact of setting on characters)
- 12. I can use a fronted adverbial for manner.
- 17. I can spell many words from the Year 4 word list and use these accurately in their writing (national curriculum)
- 24. I can use inverted commas accurately, starting a new line for a new speaker and with some evidence of punctuation within 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.

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Weeks 1-4: Narrative – T4W Adventure at Sandy Cove (adapted for Y4/5 obj) – Character and Dialogue
Week 5-6: Non-fiction – Diary entry

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

Week	Learning Objectives	SPaG	Spelling Focus
1 15 th April 8 10 12 8a	To predict what will happen next in the text. To identify language/phrases that have an effect on the reader. To write power of three sentences. To identify fronted adverbials for manner in sentences. To write sentences using fronted adverbials for manner.	Fronted adverbials for manner	Year 4: Baseline test Plurals /s/ /es/ /ves/ Year 5: Baseline test /s/ coded s
2 22 nd April 6a 25a 13a	To identify the language used in the text to describe the man and the dog and then write a detailed character description. To use brackets to mark parenthesis accurately in my writing. To use dashes to mark parenthesis accurately in my writing. To add parenthesis to our character description. To edit and improve our character description.	Brackets and dashes to mark parenthesis	Year 4: Irregular plurals Apostrophes /sh/ Year 5: /s/ coded -se
3 29 th April 2 24	To use possessive pronouns in our writing. To be able to add inverted commas accurately, identify where to start a new line for a new speaker and punctuate speech correctly. To write speech using the correct punctuation and inverted commas.	Possessive pronouns Inverted commas	Year 4: /sh/ /ch/ /k/ Year 5: /s/ coded -ce

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	<p>To write a dialogue between the two boys in the story, punctuating speech correctly.</p> <p>To edit and improve our dialogue.</p>		
<p>4 6th May</p> <p>17 8a</p> <p>14a</p>	<p>To plan and box up the sequel to the Adventure at Sandy Cove.</p> <p>To write a success criteria for our story including examples of each.</p> <p>To write the sequel to the Adventure at Sandy Cove including dialogue.</p> <p>To edit and improve our story.</p>		<p>Year 4:</p> <p>/sh/ tion sion</p> <p>Year 5:</p> <p>/s/ coded sc</p>
<p>5 13th May</p>	<p>To write our story into our special writing book.</p> <p>To research into different diary entries and identify the features.</p> <p>To write a diary entry of one of the boys in the story.</p> <p>To edit and improve our diary entry.</p>		<p>Year 4:</p> <p>/sh/ ssion</p> <p>Year 5:</p> <p>Hip Homophones</p>
<p>6 20th May</p>	<p>To write a diary entry for the old man in the story.</p> <p>To edit and improve our diary entry.</p> <p>To share our stories and diary entries with Squirrel class.</p>		<p>Year 4:</p> <p>/sh/ /ul/ coded al Ci cian Have you cracked the code? Year 4 end of unit test</p> <p>Year 5:</p> <p>Suffixes Have you cracked the code? End of unit test</p>