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

<u>Year 5:</u>

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- 13a. I can read my own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear.
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- 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.

| 1 To predict what will happen next in the text. April To identify language/phrases that have an effect on the reader. To identify fronted adverbials for manner To identify fronted adverbials for manner in sentences. To write power of three sentences. To write sentences using fronted adverbials for manner in sentences. To write sentences using fronted adverbials for manner. Description: 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. To edit and improve our character description. To use possessive pronouns in our writing. Possessive pronouns laverted commas Year 4: Pronted adverbials for manner Plurals /s/ /es/ /ves/ Year 5: Baseline test Plurals /s/ /es/ /ves/ Year 5: Brackets and dashes to mark parenthesis Apostrophes /sh/ Year 4: Irregular plurals Apostrophes /sh/ | Logrning O | Ohioetivas | SPaG | Spelling Focus |
|--|---|--|------|-------------------------------|
| 15th April To identify language/phrases that have an effect on the reader. Plurals /s/ /es/ /es/ /es/ /ves/ | | - | | |
| 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 in sentences. To write sentences using fronted adverbials for manner. 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. To use possessive pronouns in our writing. Plurals /s/ /es/ /yes/ Year 5: Baseline test /s/ coded s Year 4: Irregular plurals Apostrophes /sh/ Year 5: /s/ coded -se Year 5: /s/ coded -se | • | | | |
| 8 have an effect on the reader. 10 12 To write power of three sentences. To identify fronted adverbials for manner in sentences using fronted adverbials for manner in sentences using fronted adverbials for manner. 2 To identify the language used in the adverbials for manner. Brackets and dashes to mark parenthesis accurately in my writing. To use brackets to mark parenthesis accurately in my writing. To add parenthesis to our character description. To edit and improve our character description. 3 To use possessive pronouns in our writing. To use possessive pronouns inverted commas Possessive pronouns inverted commas Year 4: /*Sh/ | | | | Baseline test |
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| 22nd April dog and then write a detailed character description. 6a 25a 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. 3 29th April To use possessive pronouns in our writing. Possessive pronouns Inverted commas Year 4: Irregular plurals Apostrophes /sh/ Year 5: /s/ coded -se | | | | /s/ coded s |
| To add parenthesis to our character description. To edit and improve our character description. To use possessive pronouns in our writing. April To add parenthesis to our character //s/ coded -se /s/ coded -se | text to desc dog and the character d To use brac accurately i | scribe the man and the then write a detailed description. ackets to mark parenthesis y in my writing. | | Irregular plurals Apostrophes |
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| description. 3 To use possessive pronouns in our 29th writing. April Possessive pronouns Inverted commas Year 4: /sh/ | | | | /s/ coded -se |
| 29 th writing. Inverted commas /sh/ | description. | n. | | |
| April /sh/ | _ | ssessive pronouns in our | | Year 4: |
| | | | | /sh/ |
| To be able to add inverted commas //ch/ | | | | /ch/ |
| 2 accurately, identify where to start a 24 new line for a new speaker and /k/ | | · · | | |
| punctuate speech correctly. Year 5: | | • | | |
| | T | and the state of the state of | | |
| To write speech using the correct punctuation and inverted commas. | | | | 75/ coded -ce |

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| | To write a dialogue between the two boys in the story, punctuating speech correctly. | | |
|-------------------------|--|-------------------------|---|
| 4 | To edit and improve our dialogue. To plan and box up the sequel to | | |
| 6 th | the Adventure at Sandy Cove. | | Year 4: |
| May | To write a success criteria for our | | /sh/ tion |
| 1 <i>7</i> 8a | story including examples of each. | | sion |
| 14a | To write the sequel to the Adventure at Sandy Cove including dialogue. | | |
| | To edit and improve our story. | Year 5: /s/ coded sc | |
| 5 13 th | To write our story into our special | | |
| May | writing book. | | Year 4: |
| | To wood words into different diam. | | /sh/ |
| | To research into different diary entries and identify the features. | | ssion |
| | To write a diary entry of one of the | | Year 5: |
| | boys in the story. | | Hip Homophones |
| | To edit and improve our diary entry. | | |
| 6 20th | To write a diary entry for the old | | |
| 20 th May | man in the story. | | Year 4: |
| | | | /sh/ |
| | To edit and improve our diary entry. | | /ul/ coded al |
| | | | Ci |
| | To share our stories and diary entries with Squirrel class. | | cian |
| | | | Have you cracked the code? Year 4 end of unit test |
| | | | real 4 end of unit test |
| | | | Year 5: |
| | | | Suffixes |
| | | | Have you cracked the code? |
| | | | End of unit test |