

Year 4

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Autumn 1	Letter (to inform)	Letter (to inform)	Third Person narrative (to entertain)	Third Person narrative (to entertain)	Information brochure (to inform)	Information brochure (to inform)
Autumn 2	Letter (to persuade)	Letter (to persuade)	Newspaper report (to inform)	Newspaper report (to inform)	Retelling of a story (to entertain)	Retelling of a story (to entertain)
Spring 1	Information leaflet (to inform)	Information leaflet (to inform)	Diary entry (to give an account of an event)	Diary entry (to give an account of an event)	Setting description (to entertain)	Setting description (to entertain)
Spring 2	Non- chronological report (to inform)	Non- chronological report (to inform)	Retelling of a story (to entertain)	Retelling of a story (to entertain)	Playscript (to entertain)	Playscript (to entertain)
Summer 1	Free-verse poem (to entertain)	Free-verse poem (to entertain)	Instructions (to inform)	Instructions (to inform)	1st person narrative (to entertain)	1st person narrative (to entertain)
Summer 2	3rd person narrative with dialogue (to entertain)	3rd person narrative with dialogue (to entertain)	Biography (to inform)	Biography (to inform)	Rhyming poem (to entertain)	Rhyming poem (to entertain)

Spring Term 2

Text: Beowulf by Michael Morpurgo

	Genre	LO	TSTS (Accuracy, Cohesive devices)* ¹	Outcomes
1	Non-fiction Non-chronological report	LO: To use simple organisational devices to structure a non-chronological report	<ul style="list-style-type: none"> - Information organised using paragraphs - Structure (headings / subheading) - Fronted adverbials - Subordinating clause - Third person 	<ul style="list-style-type: none"> • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Extend the range of sentences with more than one clause by using a wider range of conjunctions • Using fronted adverbials
2				
3	Fiction Retelling of a story	LO: To develop setting and characters to engage the reader	<ul style="list-style-type: none"> - Paragraphs - Describe setting - Describe character - Past tense - Expanded noun phrases - Fronted adverbials 	<ul style="list-style-type: none"> • Organising paragraphs around a theme • In narratives, creating settings, characters and plot - Engage the reader by created more detailed settings and characters • Extending the range of sentences with more than one clause • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause
4				
5	Fiction Playscript	LO: To develop a strong sense of character through description	<ul style="list-style-type: none"> - Adverbs - Correct punctuation - Present tense - Use of stage directions 	<ul style="list-style-type: none"> • Through stage directions, create a detailed setting and idea of character • Use consistent use of tense
6				

*¹ Cohesive devices refers to the use of: conjunctions, pronouns and synonyms to avoid repetition

Summer Term 1

Text: Varjak Paw

	Genre	LO	TSTS (Accuracy, Cohesive devices)	Outcomes
1	Poem Free verse	LO: To use meaningful vocabulary to create a free-verse poem	<ul style="list-style-type: none"> - Stanzas - Meaningful vocabulary - Alliteration - Similes - Repetition - Different sentence lengths 	<ul style="list-style-type: none"> • Writing for different purposes • Creating settings using vocabulary
2				
3	Non-Fiction Instruction	LO: To use organisational devices to create an informative set of instructions	<ul style="list-style-type: none"> - Cohesive devices - Statement about the title/goal given at the beginning - Headings / subheadings - Ingredient lists - Sequenced steps - Tips and suggestions embedded within the text - Subordinate clause 	<ul style="list-style-type: none"> • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Extend the range of sentences with more than one clause by using a wider range of conjunctions • Using fronted adverbials
4				
5	Fiction 1 st person narrative	LO: To use a range of cohesive devices to write a 1 st person narrative	<ul style="list-style-type: none"> - A range of different conjunctions - Using pronouns / synonyms - Links between paragraphs - Clear beginning and ending - Expanded noun phrases to describe setting - Consistent tense 	<ul style="list-style-type: none"> • Organising paragraphs around a theme • In narratives, creating settings, characters and plot - Engage the reader by created more detailed settings and characters • Extending the range of sentences with more than one clause • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause
6				

Summer Term 2

Text: Who let the God's out?

	Genre	LO	TSTS (Accuracy, Cohesive devices)	Outcomes
1	Fiction 3 rd person narrative	LO: To use dialogue correctly within a narrative.	<ul style="list-style-type: none"> - Consistent tense - Pronouns / synonyms - Inverted Commas - Fronted adverbials - Clear opening and resolution - Links between paragraphs - Describe setting using expanded noun phrases - Use speech to give clues on a character 	<ul style="list-style-type: none"> • Organising paragraphs around a theme • In narratives, creating settings, characters and plot - Engage the reader by created more detailed settings and characters • Extending the range of sentences with more than one clause • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Use dialogue to portray a character
2				
3	Non-fiction Biography	LO: To be able to use structural devices to present a biography	<ul style="list-style-type: none"> - Clear introduction and conclusion - Paragraphs used to organise information - Headings / subheadings to navigate the reader - Fronted adverbials - Subordinate clauses 	<ul style="list-style-type: none"> • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Extend the range of sentences with more than one clause by using a wider range of conjunctions • Using fronted adverbials
4				
5	Poem Rhyming poem	LO: To use different sentence structures to develop a rhyming poem	<ul style="list-style-type: none"> - Organise information in stanzas - Keep a regular rhyming pattern - Use repetition to good effect - Choose powerful vocabulary carefully 	<ul style="list-style-type: none"> • Writing for the purpose to entertain • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
6				