



ST. JOHN BOSCO RC PRIMARY SCHOOL

Long Term Plan		Writing				Year Group:	4
	Autumn Term		Spring Term		Summer Term		
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half	
Fiction	<ul style="list-style-type: none"> To plan and write their own version of a familiar story with rich/varied vocabulary and a range of sentence structures 	<ul style="list-style-type: none"> To plan and write a complete story introduction, build up, climax/conflict resolution 	<ul style="list-style-type: none"> To plan a whole story with added focus on: <ul style="list-style-type: none"> ❖ Timings ❖ Repeated words ❖ Adverbial phrases ❖ Use of pronouns 	<ul style="list-style-type: none"> To plan and write a longer story including figurative language to evoke readers mood and develop atmosphere 	<ul style="list-style-type: none"> To write a story in role based as the character 	<ul style="list-style-type: none"> To plan and write a story with a strong character where the text provides 	
GDS	<ul style="list-style-type: none"> To add character to story including description to provoke sympathy, dislike for the reader 	<ul style="list-style-type: none"> Children to add a range of sentences in conflict range To deepen use of conjunctions Add sentences to increase tension and drama 	<ul style="list-style-type: none"> To show experimentation with organisational devices to link paragraphs together 	<ul style="list-style-type: none"> Show evidence of transforming the narrative through a change in atmosphere and choice of vocabulary to support the change 	<ul style="list-style-type: none"> Show evidence of changing the narrative voice, able to write from two perspectives 	<ul style="list-style-type: none"> Be able to add an additional character and add detail using adjectives/figurative language to evoke mood/time 	
Non-Fiction	<p><i>Recount Text</i></p> <ul style="list-style-type: none"> To write a recount in the first person with clear audience, i.e. A day in the life..... 	<p><i>Persuasive Text</i></p> <ul style="list-style-type: none"> To write an advert focussing on how information should be organised 	<p><i>Explanation</i></p> <ul style="list-style-type: none"> To write an explanation text in an impersonal style adopting the use of language and grammar for form and audience 	<p><i>Non-chronological report</i></p> <ul style="list-style-type: none"> To write a report with a clear audience and specific form 	<p><i>Recount</i></p> <ul style="list-style-type: none"> To write a newspaper report using direct quotes, range of vocabulary linked paragraphs 	<p><i>Non-chronological report</i></p> <ul style="list-style-type: none"> Children to write own report based on own research 	
GDS	<ul style="list-style-type: none"> To show ability to change to the person it is written in 	<ul style="list-style-type: none"> To change advert into a different non-fiction device, i.e. poster using range of devices 	<ul style="list-style-type: none"> Show evidence of ability to change form and write explanation into an informal style 	<ul style="list-style-type: none"> Explore and include the shifts between past and present within the report Change form, style for audience 	<ul style="list-style-type: none"> Develop the recount into another form - diary 	<ul style="list-style-type: none"> Include range of non-fiction devices: <ul style="list-style-type: none"> ❖ Fact file ❖ Web information ❖ Diagram/flow chart 	
Poetry							