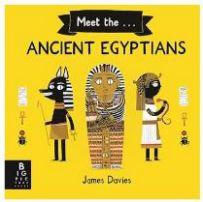
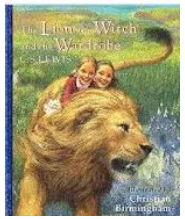
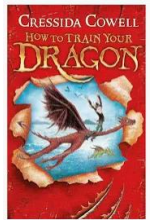
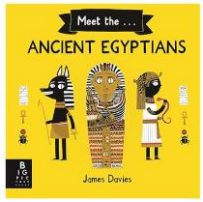
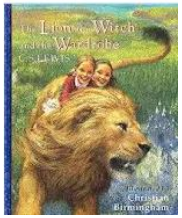
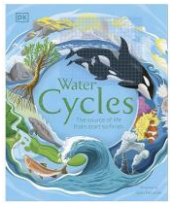
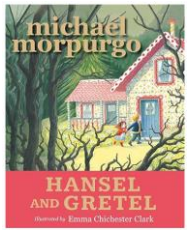
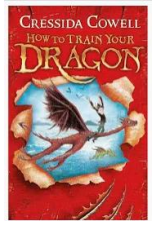
PDET Year Four Writing Medium Term Plan

Yr4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text 1	Explanation	Non-fiction	Character and Setting Plot	Character and Setting	Letter - recount	Short Story
						
	Skills • To be able to apply adverbial phrases within a sentence. • Use conjunctions and, but, or • Organises paragraphs around a theme: paragraphs/sections help to organize content.	Skills • To use fronted adverbials to clarify time and use punctuation accurately. • To generate alternative adjectives on a scale of intensity and select the most relevant. • Start a new paragraph: Time, place by missing a line or can indent on the next line.	Skills • To use fronted adverbials to clarify place. • To use a comma to separate speech marks from the reporting clause when reporting clause is before speech: • Accuracy of verbs used for precise description.	Skills • To use time and place fronted adverbials • To use expanded noun phrases, by including a prepositional phrase. • Vary the words for said to cohesively reflect the character speaking.	Skills • punctuate a subordinating clause accurately when positioned at the front. • To use precise vocabulary- verbs and adjectives. To combine different sentence structures within a paragraph.	Skills • vary different fronted adverbials to aid cohesion and detail throughout a paragraph. • To use new vocabulary with cohesion and purpose. • To start a new paragraph for time/ place and character.
	Pupil Outcome Explanation for how to mummify a body.	Pupil Outcome Lucy arrives in Narnia and meets Thomnus and gets drugged.	Pupil Outcome Ratty rescues mole from the river. Mole almost dies.	Pupil Outcome Rose and Arthur in the scary attic. Description feeling around chapter 7	Pupil Outcome Write a letter to the witches coven. Detail how you became stepmum and got rid of the children.	Pupil Outcomes Met toothless for the first time. Start of the day to meeting the dragon to home.
	Teacher Model text Explanation for how to freeze a troll for Winter.	Teacher Model Text Edmund arrives in Narnia- meets the ice queen and gets kidnapped.	Teacher Model Text Own story save a dog from a frozen lake.	Teacher Model Text A child in an abandoned church at night.	Teacher Model Text Write a letter to Hansel and Gretel from dad. Detail how you left them in the woods. Needs to be chronological.	Teacher Model text Short story dragon attack.
Text 2	Character and Setting	Non Chronological report	Explanation	Non chron- descriptive and not modal verbs	Build up, climax and resolution	Non Chron

PDET Year Four Writing Medium Term Plan

						
	Skills • Use a comma to separate the spoken words to the reporting clause. The comma is placed inside the inverted commas. " I don`t want to go to school," said Jenny. • To use so, because conjunctions • To vary the categories of adjectives	Skills • Use conjunctions before, after, while. • Use exaggerated vocabulary • To accurately select time adverbials to reflect the precise passing of time.	Skills • conjunctions : when, if • To use paragraphs/ sub-headings and titles to organize themes. • To use technical language.	Skills • To use fronted adverbials to clarify frequency e.g. every second, regularly, often, • Use precise technical vocabulary. • Vary use of conjunctions	Skills • To use fronted adverbials of manner to describe `how ` • Uses expanded noun phrases, by combining two noun phrases. • To punctuate broken speech accurately .	Skills • To combine different sentence structures together cohesively • To vary use of expanded noun phrases. • To use grammatical devices to structure non-chron.
	Pupil Outcome Turn Howard Carter find into a narrative.	Pupil Outcome Edmund point of view. Very happy to visit the Ice Queen- atmosphere changes to fear.	Pupil Outcomes Water Cycles	Pupil Outcomes Non chron an area within the Land of Roar.	Pupil Outcome The forest to the house, get caught by the witch and you kill her.	Pupil Outcomes One type of dragon. Night furies Vs Bewilderbeasts
	Teacher Model text Read meet the Egyptians but use information on Howard Carter and video evidence of inside fictional pyramid to evoke writing. George discovers entrance to tomb on a cave and goes inside- describe	Teacher Model text Point of view of Lucy. Very happy to see Badgers- change of atmosphere, wolves hunt them.	Teacher Model Text Rock Cycles	Teacher Model Text Non chron on the Land of Narnia.	Teacher Model Text Little red Riding Hood , Gran is eaten by a wolf then the wolf is killed.	Teacher Model Text Another type of dragon
Text 3		Poetry (1 week)		Performance Poetry (1 Week)		Poetry 1 week

Continuous	Learning of Deconstruction of the model text (box up)	Generating Ideas and Vocab	Plan	Edit

Use determiners. • To identify a determiner within a sentence. • To understand how determiners clarify which one, how many amd how much. (The, some, every, a, my, one.) • To understand that a determiner introduces a noun or expanded noun phrase: • "The timid cat…." " The cat…" **<u>Use present perfect form verbs.</u>** • Follow has or have with an irregular past tense verb (lost, been gone) " I have lost my book." • Understand that we can infer that the past tense statement effects what is happening in the present • E.g. I have lost my book- you can infer that the book is still lost in the present. • Apply the present perfect form within a paragraph of a text. Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Can make appropriate choices of noun/ pronoun across sentences: The boy ate too much. He felt sick. Can make appropriate choices of noun/ pronoun within a sentence: The boy is wearing his coat. Some correct use of apostrophes to mark plural possession (e.g. the girl`s name, the girls` names) • Know that when the noun is singular to show possession insert an apostrophe and an s. e.g. Girl`s = one girl. • Know that a plural ends in a s or es, indicating two or more of the same noun. • Know that the position of the apostrophe changes on a plural possession to after the s/es e.g Girls`=more than one girl.	Discusses writing similar to that which they are planning to write and understand and learns from its structure, vocabulary and grammar. • To know the underlying features of a text type • Tense/ person/ sections/ layout etc • To explain the features of the text type. • Know the effects of the features on the reader. • To be able to understand how vocabulary/ phrases support the sound of a particular text type • E.g Once upon a time/ Interestingly/ You will need]	•	Assesses the effectiveness of their own and others writing and suggests improvements. • To reflect on the key skills which have been taught in the unit. • To check for accuracy and errors. Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. To identify standard English errors. • To ensure the consistent use of pronouns is present throughout the text. • To make changes to improve their own vocabulary and to do so without altering the meaning of the sentence. Proofreads for spelling and punctuation errors. • To demonstrate the accurate use of punctuation within their writing is sustained throughout. • To us ethe first 2/3 letters of a word to check spelling in a dictionary. • Refer to Year 3 and 4 spelling list Reads aloud their writing, to a group or the whole class, using appropriate intonation,	Edit for errors in overuse of pronouns resulting in lack of clarity. e.g. Jenny was angry with Katy. She told her that she was sad. So she said sorry to her.

			and controls the tone and volu	