**Year 4 English Writing Long Term Plan**

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|  | **Autumn 1**  **(7.5 wks)** | **Autumn 2**  **(7 wks)** | **Spring 1**  **(7 wks)** | **Spring 2**  **(6 wks)** | **Summer**  **(5 wks)** | **Summer**  **(6 wks)** |
| **Theme** | **Ancient Egyptians** | | **Anglo saxons** | **Rivers** | **Teeth** | **Blackpool** |
| **Hook** | **Horrible Histories show** | | **Anglo-saxon trip** | **River trip** | **Digestive system hook lesson** | **Blackpool trip** |
| **Quality Texts** | **Egyptian Cinderella – Climo**  **Egyptology -** Sands  **Horrible Histories – Awful Egyptians Water Rap** (Water Aid materials) Science lessons | **Lost Happy Endings** – Duffy | **The Monster Slayer** – Patten  **First News**  **The week Junior**  **Jabberwocky** – Carroll | **Journey to the River Sea – Ibbotson (extract)**  **It’s All About Rivers**  (Science lessons based text)  **Horrible Geography –** Ganeri  **The River** – Bloom  **School based poetry:**  **Morning Break –** Magee  **10 school computers –** Thomson  **Sick** – Silverstein  **Recipe for a class** **outing** - Cowling  **Please Mrs Butler** – Ahlberg | **Demon Dentist – *Walliams***  **A Journey through the digestive system –** *Sohn*  **(science based lessons)**  **Leaflets about tooth hygiene and oral care aimed at adults and children**  **I wish I’d looked after their teeth –** Ayres  **Dentist and the crocodile** – Dahl | **Leaflets about Blackpool**  **Albert and the lion –** Edgar **(& audio)**  **The Walrus and the Carpenter** – Carroll (set on the beach) |
| **Read texts**  **to explore the theme**  **or reading for pleasure** | **The Unbelievable top secret diary of pig** – Stamp  **The Super amazing diary of pig** - Stamp  **The extraordinary diary of pig** - Stamp | **Michael Rosen focus** (materials for National poetry day 2019)  **Owen and the Soldier** - Thompson  **PESTS** - Stamp)  **The Christmas Dinner of Souls** – Montgomery | **The Boy at the Back of the Class** - Rauf | **Varjak Paw -** Said **Colonel Fazackerley Butterworth-Toast –** Causley |  | **Theme of spoilt children:**  **Spoiled Brat** – Silverstein  **Matilda** – Belloc |
| **Film text** | Tadeo Jones |  |  |  |  |  |
| **Writing**  **Outcome** | **Compare different versions of Cinderella** | **Lost Happy Endings:**  **Simile poems** of how the happy endings would fall | **Kennings to describe Grendal (**illustration & text extract – prediction) | **Explanation text** about the journey of a river from source to sea | **Action writing:**  Tooth pulling scene from Demon Dentist | **Voice over – visual recount**  Rhetorical question  Superlatives/hyperbole |
| **Writing**  **Outcome** | Egyptian Cinderalla **Setting description**  **Character analysis** | **Lost Happy Endings:**  Recreate theopening paragraph of **the story** to create atmosphere | **Newspaper report**  Read First News for focus on journalistic writing  Grendal destroying the great hall  Eyewitness statements | Poetry writing based on the **journey poem** – The River (referring back to idea of kennings) | **Wanted poster** describing Miss Root  **Character description** | **Diary/speech bubble entry from Albert / The Lion** |
| **Writing**  **Outcome** | Egyptian Cinderalla – Create own version of the **story narrative**  Planning, drafting, editing | **Character** analysis of Jub | **Adventure narrative**  Setting  Character description  Dialogue between Beowulf and Grendal | **Non-Chronological report (Science)** | **Dialogue writing** between Miss Root and Alfie conveying character and moving the action on | **Police report**  Chronology  Police terminology  Precison & |
| **Writing**  **Outcome** | Tadeo Jones  **Setting description** | **Dialogue** between Jub and the witch |  | Writing variety of poems based on a theme (see poems)  **List poem**  **Instruction poem**  **Rhyming couplet poem**  **Free-verse poem** | **Letter of complaint** from Miss Roots patient after a horrific appointment | **Letter of complaint & letter of response**  Range of formality (The Ramsbottom & laywer) |
| **Writing**  **Outcome** | **Instruction** for mummifying oranges | **Character description** of the witch |  |  | A **short leaflet** about teeth careaimed at children | **Balanced argument –** Should animals be kept in zoos? |
| **Writing**  **Outcome** |  | **Missing poster** describing the lost happy endings |  |  | **Recount narrative – in role as a piece of food**  (science) | **Information text** about Blackpool **(Geography)** |
| **Writing**  **Outcome** |  | **Narrative story writing**  Create an unhappy ending for a fairy story |  |  | **Explanation text** (Science) |  |
| **Writing**  **Outcome** |  | **Information leaflet (Science)** |  |  |  |  |
|  |  | **Recount narrative – (RE)** |  |  |  |  |
| **Other Outcomes** | Read, learn & **perform** water rap |  | **Read Jabberwocky** and use the glossary to decipher the text. Discuss if there is a link to Beowulf | Read, learn and **perform** Please Mrs Butler in pairs | Read, learn and **perform** I wish I’d looked after me teeth whole class | **Perform** extracts from Albert and the Lion |