

Year 4 Long Term Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 1 Targets		Phase 2 Targets Keep referring back to Phase 1		Phase 3 Targets Keep referring back to Phases 1 & 2	
<ul style="list-style-type: none"> -Plan their writing by discussing and recording ideas -Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements -In narratives, creates settings, characters and plot -Use a varied and rich vocabulary -Non-narrative material uses simple organisational devices -Organise paragraphs around a theme -Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -Use conjunctions, adverbs and prepositions to express time and cause for cohesion -Compose and rehearse sentences orally (including dialogue) -Use an increasing range of sentence length and structure -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -Use inverted commas and other punctuation to indicate direct speech -Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" -Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair -Proof-read for spelling and punctuation errors -Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Understand the difference between plural and possessive -s 		<ul style="list-style-type: none"> -Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary -Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) -Openings and closings are clearly signalled and well developed -Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences -Use fronted adverbials followed by a comma -Standard English forms for verb inflections instead of local spoken forms -Use the present perfect form of verbs in contrast to the past tense -Indicate possession by using the possessive apostrophe with plural nouns 		<ul style="list-style-type: none"> -Use figurative language such as similes, alliteration to build a picture in the mind of the reader 	