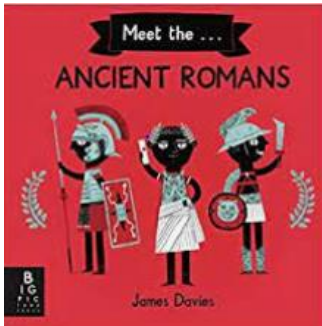
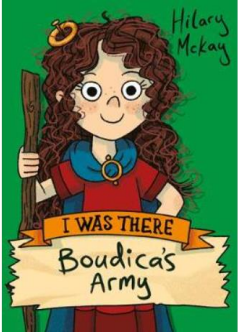


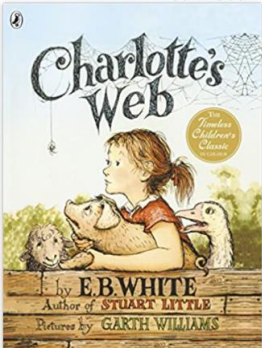
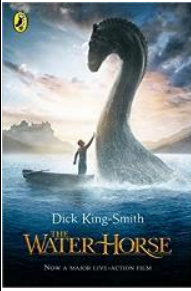



## Year 4 Long Term Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>
Text: Meet the Ancient Romans	Text: Sensational	Text: The Princess Who Hid in a Tree	Text: Dare to Dare Pet Dragon	Text: River Story	Text: The Promise
 <p style="text-align: center;"><b>Form: Instructions</b> <b>Audience: The other year 4 class</b> <b>Purpose: Inform</b></p>	 <p style="text-align: center;"><b>Form: Poem inspired by 5 senses</b> <b>Audience: Year 3</b> <b>Purpose: To perform and entertain</b></p>	 <p style="text-align: center;"><b>Form: Diary entry</b> <b>Audience: Historians</b> <b>Purpose: To inform</b></p>	 <p style="text-align: center;"><b>Form: Instructions</b> <b>Audience: Mr Whitehouse</b> <b>Purpose: Inform</b></p>	 <p style="text-align: center;"><b>Form: Poem</b> <b>Audience: Year 3</b> <b>Purpose: To perform and entertain</b></p>	 <p style="text-align: center;"><b>Form:</b> <b>Audience:</b> <b>Purpose:</b></p>
<ul style="list-style-type: none"> <li>Write sentences with different forms: statement, question, exclamation, command</li> <li>Learn how to use both familiar and new punctuation correctly - including full stops, capital letters, exclamation marks, question marks, commas</li> <li>Use modal verbs</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</li> <li>Vary nouns and pronouns to avoid repetition and provide clarity and cohesion for the reader</li> </ul>	<ul style="list-style-type: none"> <li>Narrative and non-fiction texts are paragraphed with an appropriately signalled opening and ending.</li> <li>Nouns and pronouns are selected to create cohesion, avoid repetition and achieve clarity.</li> <li>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. Additional detail and explanation are included.</li> <li>Related information is clustered logically and engages the reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate)</li> <li>Pupils can usually and accurately assess the effectiveness of their writing and make improvements</li> </ul>	<ul style="list-style-type: none"> <li>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</li> <li>Non-narrative material uses simple organisational devices</li> <li>Use an increasing range of sentence length and structure</li> <li><b>Use fronted adverbials followed by a comma; Indicate possession by using the possessive apostrophe with plural nouns</b></li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</li> <li>Vary nouns and pronouns to avoid repetition and provide clarity and cohesion for the reader</li> </ul>	

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p><b>Text: Boudica's Army</b></p>  <p><b>Form: Diary entry</b>  <b>Audience: Our class and Mr Whitehouse</b>  <b>Purpose: To inform and entertain</b></p>	<p><b>Text: A Walk in Paris</b></p>  <p><b>Form: 1st person recount</b>  <b>Audience: Year 5</b>  <b>Purpose: To inform and entertain</b></p>	<p><b>Text: The Lighthouse</b></p>  <p><b>Form: Newspaper report</b>  <b>Audience: Peers</b>  <b>Purpose: To inform</b></p>	<p><b>Text: Charlotte's Web</b></p>  <p><b>Form: Persuasive letter</b>  <b>Audience: Parents and carers</b>  <b>Purpose: To persuade</b></p>	<p><b>Text: The Water Horse</b></p>  <p><b>Form: Persuasive letter</b>  <b>Audience: Peers</b>  <b>Purpose: To persuade</b></p>	<p><b>Text: Guardians of the Planet</b></p>  <p><b>Form:</b>  <b>Audience:</b>  <b>Purpose:</b></p>
<ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech</li> <li>• Use an increasing range of sentence length and structure</li> <li>• Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</li> <li>• Vary nouns and pronouns to avoid repetition and provide clarity and cohesion for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative and non-fiction texts are paragraphed with an appropriately signalled opening and ending.</li> <li>• Nouns and pronouns are selected to create cohesion, avoid repetition and achieve clarity.</li> <li>• Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. Additional detail and explanation are included.</li> <li>• Related information is clustered logically and engages the reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate)</li> <li>• Pupils can usually and accurately assess the effectiveness of their writing and make improvements</li> </ul>	<p><b>NOT DONE 2024</b></p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience for and purpose of the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Manage shifts in levels of formality within a text</p> <p>Select verb forms for meaning and effect</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	
<p><b>Ongoing Statements</b></p>					

