



GODINTON PRIMARY SCHOOL

WRITING

YEAR 4 MEDIUM TERM OVERVIEW

WRITING OBJECTIVES





English Medium Term Planning – Year 4

| <u>Year</u> | <u>Genre of writing</u> | <u>Key Objectives</u> |
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| 4 | Imaginary world settings | <p>To be able to identify key features of an imaginary world story</p> <p>To be able to understand and describe the author's use of language to describe an object/creature.</p> <p>To be able to use adjectives and descriptive phrases to describe a character.</p> <p>To be able to explore and explain the use of paragraphs</p> <p>To be able to write a cohesive descriptive paragraph.</p> <p>To be able to describe a setting using a range of descriptive phrases which builds up an image in the reader's mind (writers voice).</p> <p>To use carefully selected vocabulary to create mood/atmosphere.</p> <p>To be able to explore character reactions to imaginary settings and/or mood within a story</p> <p>To create ideas for a new imaginary land</p> <p>To be able to plot the stages of own imaginary world story.</p> <p>To be able to use descriptive words and phrases to describe a scene and/or character</p> |
| | Poetry Forms | <p>To be able to identify a range of adjectives to describe the character, appearance and experience of an animal.</p> <p>To be able to identify syllables in words.</p> <p>To be able to write a Haiku using the 5,7, 5 syllable structure.</p> <p>To be able to use knowledge of the Haiku poetic form to write a Tanka.</p> <p>I can locate words in the dictionary using the alphabetical order of the first 3 letters.</p> <p>To be able to identify the key features of a Cinquain poem.</p> <p>To be able to write a Cinquain using the structure of the poetic form accurately.</p> <p>To be able to use a thesaurus and success criteria to edit and improve their own Cinquain.</p> <p>To begin to understand the form of a Kenning and the intention of this poetic form towards the reader.</p> <p>To be able to generate two word descriptions of an object or season in order to create a Kenning poem.</p> |
| | Explanation Texts | <p>To recognise the key features of an explanation text.</p> <p>To skim and scan a text to locate key information.</p> <p>To sequence explanation texts correctly, referring to temporal phrases.</p> <p>To write in chronological order using temporal phrases.</p> <p>To make notes of key information in chronological order</p> |

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| | | <p>To write a clear introduction for an explanation text.</p> <p>To sequence events using a flow diagram</p> <p>To be able to use knowledge of key features of an explanation text in own writing.</p> <p>To be able to edit and improve own work.</p> |
| | Stories from other cultures | <p>To know the features of a story from another culture</p> <p>To be able to identify clues to indicate that the story is from another culture</p> <p>To understand a character's personality and emotions</p> <p>To describe a setting.</p> <p>To understand the differences between ourselves and other children around the world.</p> <p>To plan a 'Just So' story</p> <p>To identify the key features of a 'Just So' story and apply them to their own story writing.</p> <p>To write the beginning of a story (scene setting)</p> |
| | Diary Writing | <p>To begin to understand the key features of a diary.</p> <p>To be able to organise events into chronological order and provide evidence for this.</p> <p>To be able to use time conjunctions to demonstrate the passing of time.</p> <p>To begin to be able identify verbs in the past tense.</p> <p>To be able to convert verbs from the present tense into the past tense.</p> <p>I can identify and use a pronoun to replace a noun in a sentence.</p> <p>I can use the personal pronoun consistently in my writing</p> <p>I can write in the third person consistently.</p> <p>I can write in the first person consistently.</p> <p>I can write consistently in the third person using a range of specific adjectives and sentence openers.</p> <p>I can write consistently in the first person using a range of past tense, powerful verbs and varied sentence openers.</p> <p>To be able to include thoughts and feelings in my writing effectively.</p> <p>I can use evidence in a media clip to describe the thoughts and feelings of a character.</p> <p>To be able to plan the key features of my diary entry, including the thoughts and feelings of my character.</p> <p>To be able to write a diary entry using key features of the text type.</p> |
| | Persuasive writing (adverts) | <p>To be able to describe the purpose and effectiveness of film posters through comparing and contrasting</p> <p>To be able to select scene order for a movie trailer to enable effectiveness.</p> <p>To be able to evaluate the effectiveness of film trailers.</p> <p>To be able to use key features of persuasive writing to create an effect</p> <p>To be able to effectively evaluate own work and peers work.</p> |

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| | | <p>Describe the function of film posters. Identify key aspects which are persuasive. Comment on the layout of posters. Identify the main event in the story. Can identify the build up to the story and the conclusion. Can plot the stages of a story in a sequential order. Describe the intended effect persuasive techniques will have upon their audience. Explain the purpose of a film advert. Identify the persuasive elements of a film poster. Select appropriate persuasive techniques for an advertisement. Describe the intended effect persuasive techniques will have upon their audience. Recognise the purpose of a trailer and the persuasive power a film trailer can have. Understand that a movie trailer comprises of several parts and the importance each part plays in evoking emotions/ reactions from the viewer. Apply knowledge of persuasive strategies into own writing Select vocabulary carefully to have an effect upon a reader</p> |
| | <p>Stories that raise issues and dilemmas</p> | <p>I know what the words 'issue' and 'dilemma' mean. I can recognise a dilemma in a scenario. I can recognise the end to a dilemma which is morally right. I can recognise how a scenario could be resolved. I can understand the consequences that come with actions. I can select and use specific vocabulary to create this effect/impact on my reader. I can suggest possible endings to a story. I can consider what endings would be most suitable to match my understanding of the main character in the story. I can use accurate punctuation in my writing. I can devise an idea for a moral dilemma. I can include my idea for a moral dilemma as the key problem in the development of my story. I can use an exciting opening line to 'hook' my reader. I can set the scene for a story. I can introduce the main characters in my story. I can use paragraphs to move my story forward. I can vary my sentence structure to add pace to my story.</p> |

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| | | <p>I can use a thesaurus to up-level my vocabulary choices. .</p> <p>I can use fronted adverbials to vary my sentence openings</p> |
| | Persuasive writing (letters) | <p>I can identify key features of a persuasive letter by reading and discussing it.</p> <p>I can make notes about a story that supports my opinion.</p> <p>I can identify a range of persuasive techniques used within letter writing.</p> <p>I can give evidence from the story to support my understanding of different persuasive techniques.</p> <p>I understand how appealing to a person's emotions might persuade them to do something.</p> <p>I can locate a word in a thesaurus.</p> <p>I understand the difference between formal and informal language.</p> <p>I can identify formal and informal language in a text.</p> <p>I can use formal language confidently in my writing.</p> <p>I understand the key features of a persuasive letter.</p> <p>I can use these to plan each part of my letter carefully.</p> <p>I can use for formal and emotional vocabulary to appeal to my reader.</p> <p>I can use the key features of persuasive letter writing in my writing.</p> <p>I can write in grammatically accurate, detailed sentences.</p> <p>I can use formal language consistently.</p> |
| | Historical Stories | <p>Read stories with a historical setting.</p> <p>Recognise words which indicate the story was set in a different historical period.</p> <p>Use clues within the story to help work out the meaning of unfamiliar words.</p> <p>Give own opinions on events and characters within the text.</p> <p>Recognise clues within the text which informs the reader about a character</p> <p>Begin to infer information from a text.</p> <p>Find evidence within a text to support personal opinion.</p> <p>Understand what a subordinate clause is.</p> <p>Know the function of a subordinate clause</p> <p>Extend sentences using subordinate clause.</p> <p>Be able to use a subordinate clause independently in own writing,</p> <p>Be able to describe a scene using powerful adjectives.</p> <p>Select relevant information to include in the character sketch</p> <p>I have included the use of powerful verbs and adverbs in my character sketch.</p> <p>Recognise the difference between verbs, adjective and adverbs</p> <p>Be selective in the use of verbs, adjective and adverbs</p> |

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| | | <p>Recognise the effect of adjectives, adverbs and verbs within a text.</p> <p>Generate ideas from a stimulus</p> <p>Use a range of adjectives/powerful verbs and adverbs in sentences/paragraphs</p> <p>To write own historical story</p> |
| | Play scripts | <p>I understand what a play script is and when it is used.</p> <p>I can pick out some key features of a play script.</p> <p>I can compare different play scripts identifying their strengths and weaknesses.</p> <p>I can follow stage directions accurately.</p> <p>I can describe what is effective in a play script and what isn't.</p> <p>I can alternate my voice depending on the stage directions.</p> <p>To understand the purpose of stage directions.</p> <p>To be able to suggest possible stage directions that would be appropriate.</p> <p>To recognise when a stage direction is not effective.</p> <p>To know that the scene description in a play script contributes to the atmosphere of the scene.</p> <p>I can understand a character from what I have read in a script.</p> <p>I can show dialogue in a play using names, colons and no speech marks.</p> <p>I can move a story forward using dialogue.</p> <p>I can find suitable words and phrases to describe that emotion, thought or feeling of my characters.</p> <p>I can write a piece of dialogue with stage directions that gives the audience an understanding of the characters emotions, thoughts or feelings.</p> <p>I can convert information about a setting in a narrative into a setting/ introduction for a scene in a play script.</p> <p>I can convert dialogue in a narrative form into a play script.</p> <p>I can convert action in a narrative tale into a stage direction.</p> <p>I can convert information about a setting in a narrative into a setting/ introduction for a scene in a play script.</p> |
| | Poetry | <p>To be able to explain and give examples of similes and adjectives</p> <p>To be able to improve sentences using adjectives and similes</p> <p>To be able to create similes and choose adjectives</p> <p>To explain and give examples of a metaphor.</p> <p>To understand the difference between a simile and a metaphor.</p> <p>To use similes and metaphors in our writing to describe something.</p> <p>Identify a simile as a comparison between two things using 'like' or 'as.'</p> <p>Identify a metaphor as a direct comparison with something else.</p> <p>Recognise how vocabulary and short descriptive phrases are used to create an image for the reader.</p> |

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| | | <p>I can use a similes and metaphors to create an image in the readers head.</p> <p>I can use more ambitious words in my writing.</p> <p>I can use a thesaurus to improve my word choices.</p> <p>I can explain what personification is.</p> <p>I can identify personification in a poem.</p> <p>I can give my opinion on the effectiveness of a poem</p> <p>I can describe an object using personification.</p> <p>I can identify where in a poem it can be improved by a simile or metaphor.</p> <p>I can create a suitable metaphor or simile which adds to the personification in a poem.</p> <p>I can improve a poem with my metaphor and simile choices</p> |
| | <p>Recounts (Newspapers)</p> | <p>Identify key features of a newspaper report.</p> <p>Order events into chronological order.</p> <p>Understand and explain the 5Ws (who, what, where, when, why) in relation to an article.</p> <p>I can describe events of a story in chronological order.</p> <p>I can write consistently in the past tense.</p> <p>I can write consistently in the first person.</p> <p>I can use varied and challenging time phrases to show the passing of time in my writing.</p> <p>Understand the term fact and opinion</p> <p>Able to explain the difference between fact and opinion</p> <p>Give examples of fact and opinion.</p> <p>I can explain the purpose of a concluding paragraph.</p> <p>I can recognise fact or opinion within a summative statement.</p> <p>I can write a summative statement which includes both fact and opinion.</p> <p>Recognise key words that distinguish between fact and opinion.</p> <p>Develop own views about a topic.</p> <p>To be able to choose appropriate headlines based on articles read.</p> <p>To be able to plan effectively for newspaper report writing.</p> <p>I know the purpose of an opening paragraph</p> <p>I can construct an opening paragraph which outlines the main purposes</p> <p>I know how to improve an opening paragraph by including the 5W's and varying sentence openers.</p> |