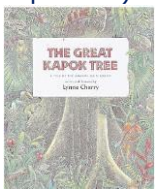
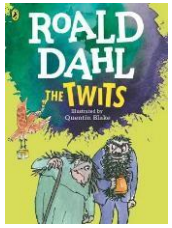
Keys Writing Curriculum – Long-Term Plan – Year 4

Proud to be part of KEYS ACADEMIES TRUST

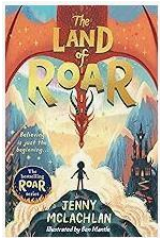
Year 4 – Autumn 1– Writing to Entertain

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
Genre 1: 2 weeks **Setting Description** (QT– The Great Kapok Tree)  *Describe the picture from the page where the man wakes up*	**Book 4** Unit 1-Adding the prefix mis- and revising un-, in-, dis- Unit 2- Words ending in zhuh spelt -sure Special Focus 1-The short u sound spelt ou	Expanded noun phrases Present tense Use of subordination Adverbs/Fronted Adverbials. Prepositions.	Letter formation and joining assessment (ai, cl, dg, wr, ol, va). If not secure on the three variations within hill join and bridge join then focus on these joins within Stage 3.	Comma for fronted adverbials. Comma for expanded noun phrases.	**Science**-Classifying organisms **Geography**: Looking at South America & Brazil **Religion & Worldviews**: What do we mean by truth? **Art & Design**: Pattern & Pumpkins
	C&C	**Planning**	**Editing**	**Vocabulary**	
	Expanded noun phrases with prepositions. Present tense used accurately Use of subordination (when, that, because, as, since) Adverbs and fronted adverbials to add detail. Prepositions to add detail. 2 paragraph description of the rainforest, one based on sight, the others based on other senses. **Alan Peat: ___ing, ___ed sentences.**	Picture from the book with annotation based around the senses.	CUPS and ARMS Full focus on each area	Adjectives to describe the creatures and the setting. Adverbs to describe movement and senses of forest. Figurative language e.g. similes.	
Focus	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**	
Genre 2: 4 weeks **Character Description** (QT– The Twits)	**Book 4** Unit 1-Adding the prefix mis- and revising un-, in-, dis- Unit 2- Words ending in zhuh spelt -sure Special Focus 1-The short u sound spelt ou	Expanded noun phrases Present tense Use of subordination Adverbs/Fronted Adverbials. Prepositions. Speech – inverted commas, comma at end of speech, said or synonyms.	Letter formation and joining assessment (ai, cl, dg, wr, ol, va). If not secure on the three variations within hill join and bridge join then focus on these joins within Stage 3.	Comma for fronted adverbials. Commas for expanded noun phrases. Speech punctuation – commas, inverted commas.	
	C&C	**Planning**	**Editing**	**Vocabulary**	

	 *Describe either Mr or Mrs Twit*	Expanded noun phrases Present tense Use of subordination Adverbs/Fronted Adverbials. Prepositions. Speech – inverted commas, comma at end of speech, said or synonyms. 3 paragraph story detailing the man falling asleep, the new animal talking to him and him waking up.	Story mountain for different parts of the story with annotations of feelings around this.	CUPS and ARMS Full focus on each area	Adjectives to describe the creatures and the setting. Adverbs to describe movement and senses of forest. Figurative language e.g. similes. Synonyms for said.	**Year 4 – Autumn 1**
		Alan Peat: **____ing, ___ed sentences.**				

Year 4 –	**Focus**	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**	**Other Subject Units**
	Genre 1: 3 weeks **Non-Chronological Report** Link to **Geography** from A1 *Write a non-chronological report all about the rainforest*	**Book 4** Unit 3-adding the prefix auto Unit 4-adding the suffix -ly Unit 5-Adding the prefix inter-	Expanded noun phrases Apostrophes for possession Fronted Adverbials Use of Standard English. Third Person Use of co-ordinating and sub-ordinating conjunctions. Paragraphs	**Stage 3** **Hill to jam letter** (4 videos) **Hill to top sponge letter** (4 videos) Appropriate size and spacing Joins where necessary Fluent writers	Apostrophes for singular possession Commas for fronted adverbials.	**Science**: Food and Digestion **History**: (North American) Ancient Maya **Religion & Worldviews**: What does sacrifice mean?
	C&C	**Planning**	**Editing**	**Vocabulary**		

	Expanded Noun Phrases Fronted adverbials for cohesion. Standard English/Third Person Organisational Devices for NCRs e.g. pictures, captions, headings, subheadings. Paragraphs on shared themes about Brazil. **Alan Peat: If, if, if, then sentences.** Introduction, 4 paragraphs on chosen areas, conclusion.	Split page with 4 chosen subheadings for different areas about Brazil e.g. Cities, Landmarks, Climate, Food, Language, History, Sport.	CUPS and ARMS Full focus on each area Emphasis on word choices and sentence structures.	Place specific vocabulary e.g. proper nouns for specific places or landmarks. Adjectives to describe sights in specific places. Subheadings for different areas of interest.	**Design & Technology**: Food - Soups
Focus	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**	
Genre 2: 3 weeks **Explanation** linked to science food and digestion *Explanation of the*	**Book 4** Unit 3-adding the prefix auto Unit 4-adding the suffix -ly Unit 5-Adding the prefix inter-	Expanded noun phrases Prepositional Phrases Fronted Adverbials Use of pronouns for cohesion. Paragraphs Commas for clarity	**Stage 3** **Hill to jam letter** (4 videos) **Hill to top sponge letter** (4 videos) Appropriate size and spacing Joins where necessary Fluent writers	Commas with fronted adverbials. Commas with noun phrases. Commas for clarity.	
digestive system processing a meal	**C&C**	**Planning**	**Editing**	**Vocabulary**	
	Organisational devices for explanations e.g. pictures/diagrams. Expanded noun phrases Prepositional Phrases Fronted Adverbials Use of pronouns for cohesion. Paragraphs Commas for clarity 4 paragraph report on the digestive system including labelled diagram for clarity. **Alan Peat: If, if, if, then sentences.**	Labelled diagram of the digestive system with numbers showing the order of the process and any key notes.	CUPS and ARMS Full focus on each area Emphasis on chronological order and events in detail.	Adverbs and verbs specific to topic to explain the process in detail. Subject specific vocabulary for the parts of the digestive system.	
Year 4 –	**Focus**	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**	**Other Subject Units**
	Genre 1: 2 weeks **Setting Description** (linked to QT - The Land of Roar by Jenny McLachlan)	**Book 4** Special Focus 2-Homophones Unit 6-words with the ay sound spelt eigh, ei, ey Unit 7-words ending in -ous	Fronted adverbials Commas for clarity Expanded Noun Phrases with prepositions. Paragraphs	**Stage 3** **Hill to 'sister' letter** (4 videos) **Bridge to jam letter** (4 videos) Appropriate size and spacing Joins where necessary Fluent writers	Commas for clarity Commas for noun phrases and fronted adverbials.	**Science**-Particle models and states of matter **History**: (Asian) Early Islamic Civilisations **Religion &**



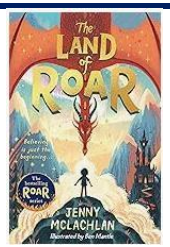
Land of Roar pg 59. Description of a magical world

C&C	Planning	Editing	Vocabulary
Begin to describe settings. Fronted adverbials Commas for clarity Expanded Noun Phrases with prepositions. Paragraphs Senses description 2 paragraph description of setting using all senses and creating an atmosphere. **Alan Peat: Verb, person sentences.**	Design own picture of a setting and label it with key features.	CUPS and ARMS Full focus on each area Emphasis on higher level word choices and exciting adjectives.	Adjectives and expanded noun phrases to describe different elements. Fronted adverbials and adverbs to describe sounds and movements in areas.

Worldviews: How do people think about poverty, justice and sacrifice?

Art & Design: Watercolour Tropical Rainforest

Focus	Spelling	Grammar	Handwriting	Punctuation
Genre 2: 4 weeks **Narrative** (linked to QT - The Land of Roar by Jenny McLachlan)	**Book 4** Special Focus 2-Homophones Unit 6-words with the ay sound spelt eigh, ei, ey Unit 7-words ending in -ous	Fronted adverbials Commas for clarity Expanded Noun Phrases with prepositions. Paragraphs Direct speech.	**Stage 3** **Hill to 'sister' letter** (4 videos) **Bridge to jam letter** (4 videos) Appropriate size and spacing Joins where necessary Fluent writers	Direct speech punctuation – commas, inverted commas. Commas for clarity. Commas for fronted adverbials and expanded noun phrases.



Visit to the magical world created in description and encountering a villain

C&C	Planning	Editing	Vocabulary
Describe settings characters and atmosphere and integrating dialogue to advance the action. Fronted adverbials Commas for clarity Expanded Noun Phrases with prepositions. Paragraphs Direct speech. 4 paragraph story –journey to the world, visiting the world, something bad happening, meeting the villain. **Alan Peat: Verb, person sentences.**	Story mountain with areas of interest expanded on.	CUPS and ARMS Full focus on each area Emphasis on word choice and higher level vocabulary.	Adjectives and expanded noun phrases to describe different elements. Fronted adverbials and adverbs to describe sounds and movements in areas. Figurative language e.g. similes. Synonyms for said.

Year 4 – Spring 2– Writing for

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
Genre 1: 3 weeks **Biography** Link to **Religion & Worldviews**: How do people think about poverty, justice and sacrifice? (QT – Great Britons who Changed the World) *Write a biography about a chosen inspirational Briton in the style of model text*	**Book 4** Unit 8-words with the s sound spelt sc Special Focus 3-Possessive apostrophes with plural words	Fronted adverbials Apostrophes for possession – plural and singular. Paragraphs Expanded noun phrases with prepositions.	**Stage 3** **Bridge to top sponge letter** (4 videos) Appropriate size and spacing Joins where necessary Fluent writers	Apostrophes for singular or plural possession. Commas with fronted adverbials/noun phrases.	**Science**: Sounds **Geography**: Tropical Rainforests **Religion & Worldviews**: How do people contribute to society? **Design & Technology**: Pulleys
	C&C	**Planning**	**Editing**	**Vocabulary**	
	Organisation features of a biography – pictures, captions, headings and subheadings and sections. Fronted adverbials, paragraphs, expanded noun phrases with prepositions. 4 paragraph biography on each person about the early life, adult life, achievements and why they are a hero. Include photos/pictures of chosen person. **Alan Peat: Last word: First word sentences.**	Split page with 4 chosen subheadings for early life, adult life, achievements, hero status.	CUPS and ARMS Full focus on each area Emphasis on correct tense and written in third person.	Key words and proper nouns linked to topic. Subject specific words for each person. Past tense.	
Focus	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**	

Year 4 – Summer 1– Writing to

Genre 2: 3 weeks

Newspaper Report

Linked to **Geography**: Tropical Rainforests

Write a newspaper report about the deforestation of the Amazon Rainforest

Book 4
Unit 8-words with the s sound spelt sc
Special Focus 3-Possessive apostrophes with plural words

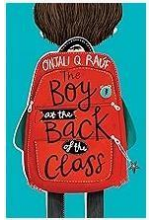
Past tense, reported speech, coordination and subordination, fronted adverbials, expanded noun phrases, range of sentence endings.
Possessive apostrophes for singular and plurals.

Stage 3
Bridge to top sponge letter
(4 videos)

Appropriate size and spacing Joins where necessary Fluent writers

Commas with expanded noun phrases and fronted adverbials.
Range of sentence endings – full stops, question marks, exclamation marks.
Possessive apostrophes for singular and plurals.

C&C	Planning	Editing	Vocabulary
Organisational features of a newspaper – headline, byline, columns writing. Past tense – reporting events. Reported speech – writing in different tones. Subordination and co-ordination – sentences chosen for effect on reader, fronted adverbials for cohesion over paragraphs. Newspaper report with photos and captions. **Alan Peat: Last word: First word sentences.**	Research about the Amazon with annotated pictures and timeline of events.	CUPS and ARMS Full focus on each area Emphasis on correct punctuation and emotive language choices.	Topic specific vocabulary for the rainforest. Reporting language and language of newspaper reports.

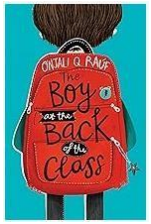
Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
Genre 1: 2 weeks **Diary** (QT - The Boy at the Back of the Class by Onjali Q Rauf)  *Diary- Child experiencing Ahmet arriving to the school.*	**Book 4** Unit 9-Words ending in zhun spelt -sion Unit 10-Adding the il- and revising un-, in-, mis, dis- Unit 11-The c sound spelt -que and the g sound spelt -gue	Apostrophes for possession – singular and plural. Use of expanded noun phrases with prepositions. Wider range of conjunctions for subordination. Standard English verb agreements. Commas in list sentences and for clarity.	**Stage 3** **Bridge to sister letter** (4 videos) Appropriate size and spacing Joins where necessary Fluent writers	Apostrophes for possession – singular and plural. Commas for clarity. Commas for expanded noun phrases.	**Science**: Electricity **Geography**: Earthquakes & Settlements **Religion & Worldviews**: How have people and events in history shaped Islamic diversity? **Art & Design**: Drawing My Favourite Things

C&C	Planning	Editing	Vocabulary
Description of friend using adjectives, expanded noun phrases, prepositional phrases and possessive apostrophes. Structure – 3 paragraphs –looks, personality and why they are a good friend. Friend picture and 3 paragraphs **Alan Peat: Consolidation**	Picture of best friend labelled and annotated for both looks and personality.	CUPS and ARMS Full focus on each area Focus on word choices and precision of description.	Adjectives and expanded noun phrases to describe different elements. Fronted adverbials and adverbs to describe sounds and movements in areas.

Focus	Spelling	Grammar	Handwriting	Punctuation

Year 4 – Summer 2–

Genre 2: 4 weeks
Narrative
(QT - The Boy at the Back of the Class by Onjali Q Rauf)



Story of meeting your best friend and why you connected to them. Page 5-6 of book

Book 4
Unit 9-Words ending in zhun spelt -sion
Unit 10-Adding the il- and revising un-, in-, mis, dis-
Unit 11-The c sound spelt -que and the g sound spelt -gue

Apostrophes for possession – singular and plural. Use of expanded noun phrases with prepositions.
Wider range of conjunctions for subordination. Standard English verb agreements. Commas in list sentences and for clarity. Paragraphs, fronted adverbials with commas.

Stage 3
Bridge to sister letter
(4 videos)

Appropriate size and spacing Joins where necessary Fluent writers

Possessive apostrophes
Expanded noun phrases with commas
Commas in a list/for clarity.
Fronted adverbials with commas.

C&C
Paragraphs in order.
Description through events and creating an atmosphere.
Apostrophes for possession – singular and plural. Use of expanded noun phrases with prepositions.
Wider range of conjunctions for subordination. Verb agreements.
Commas in list sentences and for clarity. Fronted adverbials with commas. Range of sentence types.
4 paragraphs about meeting friend – life before, the day of meeting, the meeting, life after meeting.
Alan Peat: Consolidation

Planning
Story mountain with areas of interest expanded on.

Editing
CUPS and ARMS
Full focus on each area
Focus on word choice and impact on reader.

Vocabulary
Adjectives and expanded noun phrases to describe different elements.
Fronted adverbials and adverbs to describe sounds and movements in areas.
Synonyms for said.

Focus
Genre 1: 3 weeks
Balanced Argument
(Geog from previous term) – What is the most important landmark in Peterborough?

Spelling
Book 4
Special Focus 4-Homophones
Unit 12-Adding ir- to words beginning with r
Unit 13-Adding the suffix -ion (1)
Unit 14-Adding the suffix -ion (2)

Grammar
Apostrophes for possession – singular and plural.
Use of expanded noun phrases with prepositions.
Wider range of conjunctions for subordination.
Standard English verb agreements.
Commas in list sentences and for clarity.
Paragraphs
Fronted adverbials with commas.

Handwriting
Stage 3
Hill to Egg
Bridge to Egg
Celebration day
Joining to snake
Joining from snake
Celebration Day
(4 videos)

Appropriate size and spacing Joins where necessary Fluent writers

Punctuation
Apostrophes
Commas for clarity/list
Fronted adverbials and commas.

Other Subject Units
Science: Properties of Materials

Religion & Worldviews: How has religion and belief shaped our area?

Design & Technology: Mood Lighting

C&C

Planning

Editing

Vocabulary

	Paragraphs on similar themes. Persuasive devices such as power of three, exaggeration and first person. Description of landmark using fronted adverbials, commas in a list sentence, expanded noun phrases. 3 paragraph argument about why their chosen landmark is the best. **Alan Peat: Consolidation**	Graphic organiser with points on either side and to prove argument.	CUPS and ARMS Full focus on each area	Persuasive devices such as power of 3, strong verbs and imperative verbs.	**History**: (European) Local History
Focus	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**	
Genre 2: 3 weeks **Letter** *Letter to the local MP about an issue pertinent to the school.*	**Book 4** Special Focus 4-Homophones Unit 12-Adding ir- to words beginning with r Unit 13-Adding the suffix -ion (1) Unit 14-Adding the suffix -ion (2)	Apostrophes for possession – singular and plural. Use of expanded noun phrases with prepositions. Wider range of conjunctions for subordination. Standard English verb agreements. Commas in list sentences and for clarity. Paragraphs. Fronted adverbials with commas.	**Stage 3** **Hill to Egg** **Bridge to Egg** **Celebration day** **Joining to snake** **Joining from snake** **Celebration Day** (4 videos) Appropriate size and spacing Joins where necessary Fluent writers	Apostrophes Commas for clarity/list Fronted adverbials and commas.	
	C&C	**Planning**	**Editing**	**Vocabulary**	
	Organisational features of a letter – addresses, dates, to/from. Introduction/conclusion plus 4 paragraphs about the issue with potential solutions. **Alan Peat: Consolidation**	Letter layout and bullet points for ideas and solutions.	CUPS and ARMS Full focus on each area Focus on word choices and impact on audience.	Persuasive devices such as power of 3, strong verbs and imperative verbs.	**Year 4 – Summer 2**