

WRITING MEDIUM TERM PLANNING - YEAR 4

ADVENT 2025-26

CONTEXT FOCUS: Narrative – Descriptive Setting <i>Discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar.</i>		PURPOSE: To describe the sights and sounds of a garden.	FINAL WRITTEN OUTCOME: To write a paragraph of correctly punctuated sentences describing a garden setting. • Sentences to include a subject and verb. • Sentences to begin with a capital letter. • Sentences to end with a full stop. • Sentences to include a noun phrase. • Sentences to include a fronted adverbial. • Sentences to include conjunction to join clauses.
KEY TEXTS / IMAGES	A Beautiful Garden; images of gardens full of flowers; images of other features of a garden (winding path, gate, wall, fence, trellis, bees, butterflies); short film of a garden to show the movement and sounds of flowers and insects.		
COMPOSITION SKILLS			
GRAMMAR	<i>Vary sentence openers – including using fronted adverbials. Use expanded noun phrases to expand sentences. Use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition. Subject, verb, noun, adjective (prior learning), pronoun, adverbial, fronted adverbial</i>		
PUNCTUATION	<i>Use sentence demarcation with accuracy including capital letters, full stops. Use commas to separate items in lists Use commas for fronted adverbials.</i>		
VOCABULARY	<i>Develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc</i> Cluster 1: Radiant, rhododendrons, teeming, intricate, array, vibrant, companions. Cluster 2: Amidst, adorned, alighting, ethereal, choreographed, mesmerising, enchantment		
PLANNING	<i>Discuss and develop initial ideas in order to plan before writing. Cluster 1 : Set the scene, write about the location of the garden and the sights that greet upon opening the gate. Cluster 2: Describe the movements of a butterfly. Cluster 3: Describe the scents and smells of a flower.</i>		
DRAFTING	<i>Describe characters, settings and plot with some appropriate interesting details. Organise writing into appropriate sections or paragraphs.</i>		
EDITING	<i>Evaluate own and others’ writing making suggestions for improvements including content, grammar and vocabulary.</i>		

	<i>proof-read, edit and revise their own work.</i>
SHARING	<i>Read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i>

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CONTEXT FOCUS: Information – Non-chronological report <i>Discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar.</i>	PURPOSE: To inform the reader all about the Hermann's tortoise (diet, features, care, breed specifications)	FINAL WRITTEN OUTCOME: To write a non-chronological report about a Hermann's tortoise. • Sentences to include a subject and verb. • Sentences to begin with a capital letter. • Sentences to end with a full stop. • Sentences to include a noun phrase. • Sentences to include a fronted adverbial. • Sentences to include conjunction to join clauses.
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KEY TEXTS / IMAGES	"The Hermann's Tortoise". To include a 'hands on' lesson which includes handling and looking at a Hermann's tortoise. 
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COMPOSITION SKILLS

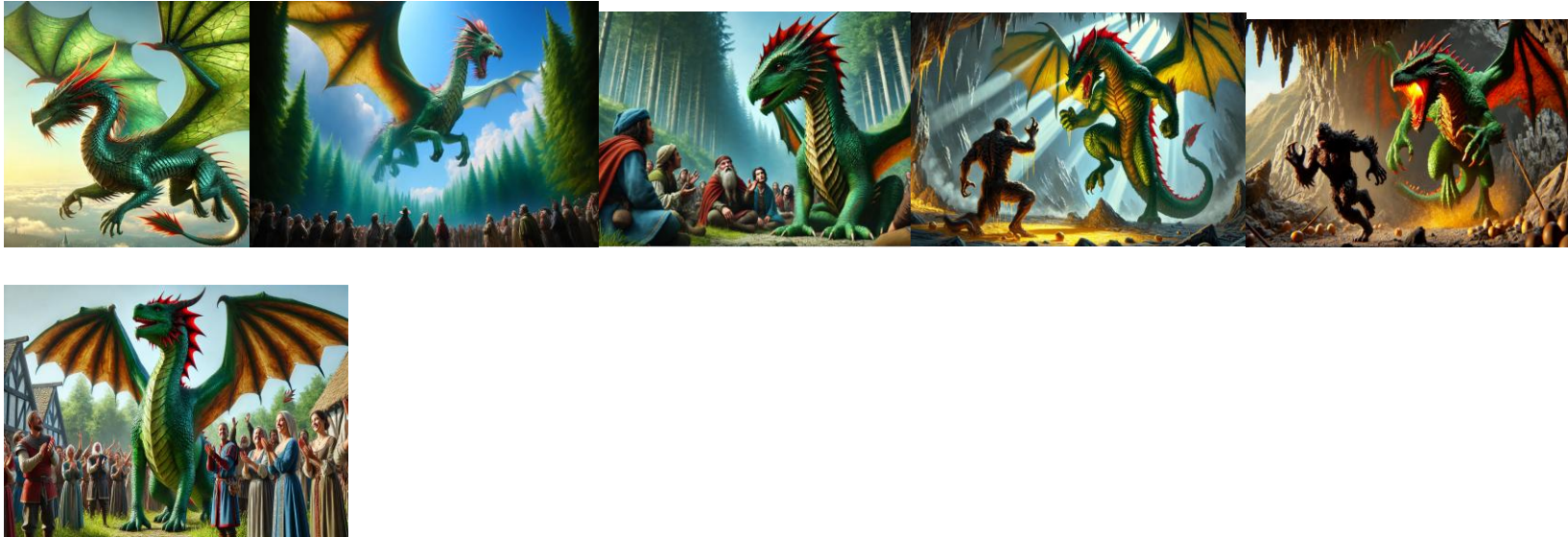
GRAMMAR	<i>Vary sentence openers – including using fronted adverbials.</i> <i>Use expanded noun phrases to expand sentences.</i> <i>Use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition.</i> <i>Subject, verb, noun, adjective (prior learning), pronoun, adverbial, fronted adverbial</i> Factual information. Written in the third person narrative.
PUNCTUATION	<i>Use sentence demarcation with accuracy including capital letters, full stops.</i> <i>Use commas to separate items in lists</i> <i>Use commas for fronted adverbials.</i>

	<i>Use bullet-points to include interesting facts. Information sorted into subheadings.</i>
VOCABULARY	Non-chronological, report, subheading, third person narrative. Topic specific vocabulary: Nouns: Carapace, species, incubation, herbivore, hatchlings, spur Adjectives: common, distinct, Verb: possess, distinguishing
PLANNING	<i>Discuss and develop initial ideas in order to plan before writing. Include a hands-on lesson with a Hermann's tortoise after vocabulary introduction. Allow children to recognise and identify key features and ask questions.</i>
DRAFTING	<i>Describe tortoise, diet, habitat and some appropriate interesting details. Organise writing into appropriate subheadings.</i>
EDITING	<i>Evaluate own and others' writing making suggestions for improvements including content, grammar and vocabulary. proof-read, edit and revise their own work.</i>
SHARING	<i>Read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i>

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CONTEXT FOCUS: Narrative – Character description	PURPOSE: To describe a character's appearance and personality.	FINAL WRITTEN OUTCOME: • To Sentences to include a subject and verb. • Sentences to begin with a capital letter. • Sentences to end with a full stop. • Sentences to include a noun phrase. • Sentences to include a fronted adverbial. • Sentences to include conjunction to join clauses. • Some sentences to include speech marks,
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KEY TEXTS / IMAGES	The Mighty Dragon Encounter. 
COMPOSITION SKILLS	
GRAMMAR	<i>Vary sentence openers – including using fronted adverbials.</i> <i>Use expanded noun phrases to expand sentences.</i> <i>Use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition.</i> <i>Subject, verb, noun, adjective (prior learning), pronoun, adverbial, fronted adverbial</i>
PUNCTUATION	<i>Use sentence demarcation with accuracy including capital letters, full stops.</i> <i>Use commas to separate items in lists</i> <i>Use commas for fronted adverbials.</i> <i>Use punctuation to demarcate speech.</i>
VOCABULARY	<i>Develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc</i> Nouns : adorned, guardian, awe, anticipation Verbs: Banished, soared, legendary, inspiring, approach, inquisitive Adverb: Triumphantly.
PLANNING	<i>Discuss and develop initial ideas in order to plan before writing.</i>
DRAFTING	<i>Describe characters, settings and plot with some appropriate interesting details.</i> <i>Organise writing into appropriate sections or paragraphs.</i>

EDITING	<i>Evaluate own and others' writing making suggestions for improvements including content, grammar and vocabulary. proof-read, edit and revise their own work.</i>
SHARING	<i>Read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i>