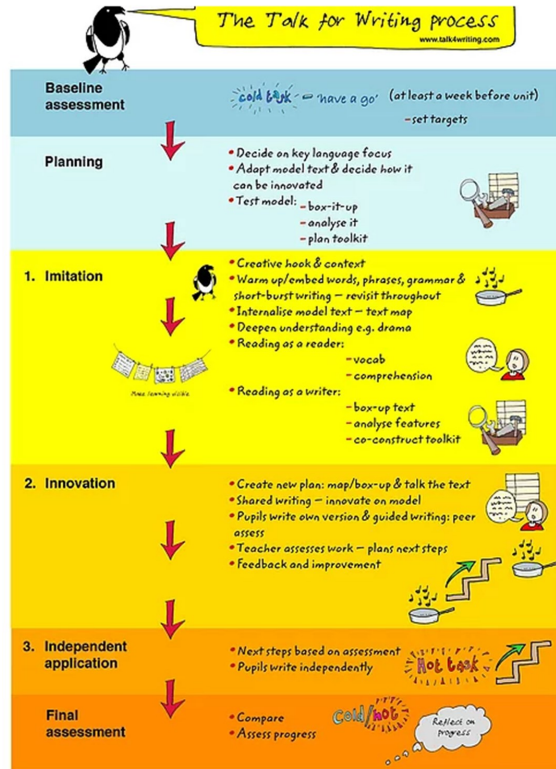


Y4 Writing MTP Au1 - Oliver Twist (Diary)

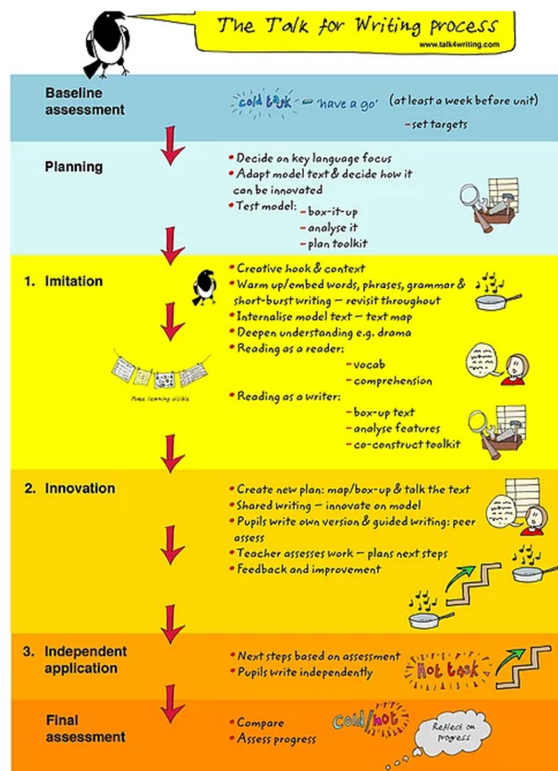


Cold Write	Lesson 1: First day in Year 4 - What did you do? Write a diary entry. Talking about the features of a diary - what do you think we need to include?
Hook	Lesson 2: Setting the scene - what was life like in a Victorian work-house? Pictures of Victorian workhouses. What do you think they ate? Children to make and eat own gruel. Vocab collection - (dormitory, gruel, workhouse, ladle, orphan)
Imitation	Lesson 3: Learn first part of story map Reading as a writer, develop toolkit together. Children to read and highlight diary features in an expanded model text. Lesson 4: Recap first part, learn second part of story map Language focus (prepositions - using pictures from the book or pictures of Victorian London) Lesson 5: Recap story map, learn 3rd part of story map Language focus (fronted adverbials) Lesson 6: Short burst writing combining the three language features - Recount from Oliver's perspective. Lesson 7: Draw own version of the story map and add key language features.
Innovation	Lesson 8: Boxed up picture plan for innovated text Lessons 9 and 10: Writing innovated diaries cover up parts you want them to change. Shared write for first part modelling " What can I magpie?" Lesson 11: Editing and peer assessment Lesson 12: Responding to teacher assessment and publishing.
Independent Application	Lesson 13: Hook for independent write and picture plan (create whole class S.C.) Children write a diary entry. Lesson 14: Independent write Lesson 15: Floating lesson - could be spent on drama, poetry etc to deepen understanding of text. Can be completed at any part of the cycle.

<p>Additional skills to consolidate: Expanded noun phrases, commas in a list, using a range of sentence starters and correctly punctuating work.</p> <p>Audience and Purpose: Children to write a diary entry about something that has happened to them recently.</p>	
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Autumn Term – writing targets to work towards
Begin to use inverted commas for direct speech
Using <u>capital letters</u> , <u>full stops</u> , <u>question marks</u> and <u>exclamation marks</u> correctly
Using commas to separate items in a list
Maintaining a consistent tense throughout a piece of writing, either the <u>present perfect form</u> or the <u>simple past tense</u>
Using <u>conjunctions</u> , <u>adverbs</u> or <u>prepositions</u> to express time and place to extend the range of sentences
Use of the forms 'a' or 'an'
Begin to use paragraphs around a theme
Use headings and subheadings to aid presentation
Using expanded noun phrases frequently within a piece of writing
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Spell <u>some</u> of the Y3/4 common exception words
Spell words with a range of prefixes (un-, dis-, mis-, in-)
Write for a range of purposes and audiences, engaging the reader

Y4 Writing MTP Au1 - Oliver Twist (Narrative - Setting the scene)



Hook	Lesson 1: Now Press Play - Victorians
Cold Write	Lesson 2: Children to write a recount on the Now Press Play experience (AFL - what features have they used to set the scene?)
Imitation	<p>Lesson 3: Learn first part of story map Reading as a writer, develop toolkit together. Children to read and highlight features of a narrative - particularly those that set the scene.</p> <p>Lesson 4: Recap first part, learn second part of story map Vocabulary collection - sensory vocabulary to set the scene</p> <p>Lesson 5: Recap story map, learn 3rd part of story map Language focus (fronted adverbials - support for paragraphs)</p> <p>Lesson 6: Dialogue - correct use of inverted commas</p> <p>Lesson 7: Short burst writing combining the three language features - Dialogue between Oliver and Dodger</p> <p>Lesson 8: Draw own version of the story map and add key language features.</p>
Innovation	<p>Lesson 9: Boxed up picture plan for innovated text (see photos from school visit KS2)</p> <p>Lessons 10 and 11: Writing innovated narrative cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing?</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan (create whole class S.C.) .) Children to write a narrative.</p> <p>Lesson 15: Independent write</p>

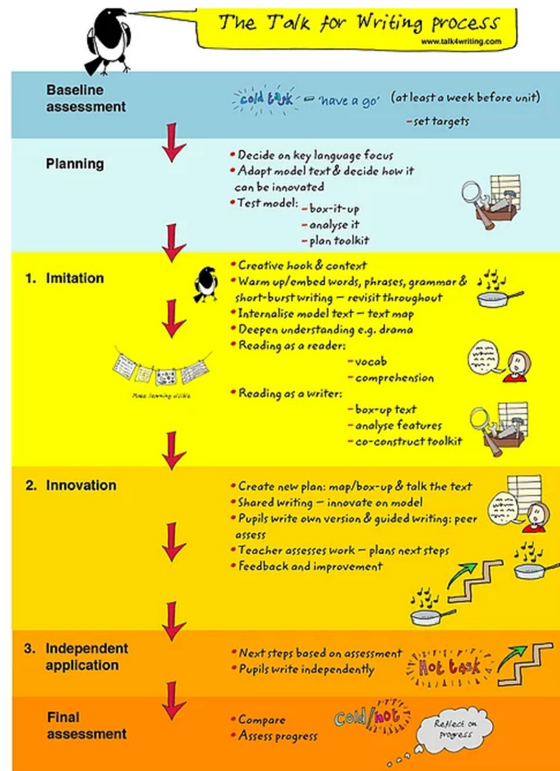
Autumn Term – writing targets to work towards

Begin to use inverted commas for direct speech
Using <u>capital letters</u> , <u>full stops</u> , <u>question marks</u> and <u>exclamation marks</u> correctly
Using commas to separate items in a list
Maintaining a consistent tense throughout a piece of writing, either the <u>present perfect form</u> or the <u>simple past tense</u>
Using <u>conjunctions</u> , <u>adverbs</u> or <u>prepositions</u> to express time and place to extend the range of sentences
Use of the forms 'a' or 'an'
Begin to use paragraphs around a theme
Use headings and subheadings to aid presentation
Using expanded noun phrases frequently within a piece of writing
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Spell <u>some</u> of the Y3/4 common exception words
Spell words with a range of prefixes (un-, dis-, mis-, in-)
Write for a range of purposes and audiences, engaging the reader

Additional skills to consolidate: Use of expanded noun phrases, appropriate word choice and using show don't tell techniques.

Audience and Purpose: Writing their own version of the narrative for a class book.

Y4 Writing MTP Au2 - Charlie & the Chocolate Factory (Narrative)



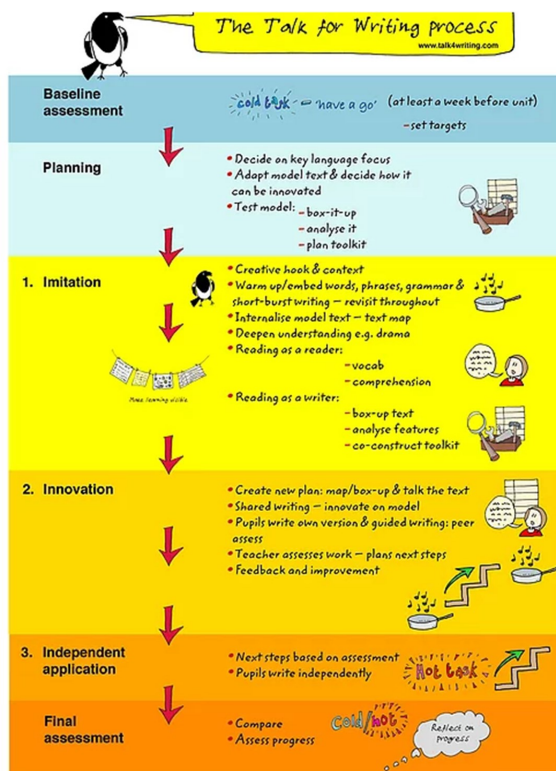
Autumn Term – writing targets to work towards
Begin to use inverted commas for direct speech
Using <u>capital letters</u> , <u>full stops</u> , <u>question marks</u> and <u>exclamation marks</u> correctly
Using commas to separate items in a list
Maintaining a consistent tense throughout a piece of writing, either the <u>present perfect form</u> or the <u>simple past tense</u>
Using <u>conjunctions</u> , <u>adverbs</u> or <u>prepositions</u> to express time and place to extend the range of sentences
Use of the forms 'a' or 'an'
Begin to use paragraphs around a theme
Use headings and subheadings to aid presentation
Using expanded noun phrases frequently within a piece of writing
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Spell <u>some</u> of the Y3/4 common exception words
Spell words with a range of prefixes (un-, dis-, mis-, in-)
Write for a range of purposes and audiences, engaging the reader

Cold Write	Lesson 2: Stimulus and cold write - Children to write a narrative imagining that they won the golden ticket
Hook	Lesson 1: Hook for text. Read as a reader, give copy of text to annotate. Drama - acting out the first part of the story. Willy Wonka posters on entry about golden ticket. Children to all have envelopes - 5 to have a gold card in.
Imitation	<p>Lesson 3: Learn first part of story map (reading as a writer, develop toolkit together. Copy of model text again.</p> <p>Lesson 4: Recap first part, learn second part of story map. Language focus (Show it don't tell it - verb focus) Find evidence</p> <p>Word bank—give verbs and children write sentence to describe the word.</p> <p>Lesson 5: Recap story map, learn 3rd part of story map. Language focus (speech marks - what might the other characters say at different parts of the story map?)</p> <p>Lesson 6: Short burst writing to use both areas for the language focus in a piece of extended writing. Write next part of story, Charlie's birthday morning include some speech.</p> <p>Lesson 7: Draw own version of the story map and add key language</p> <p>Lesson 8: Rewrite story map</p>
Innovation	<p>Lesson 9: Boxed up picture plan for innovated text</p> <p>Lesson 10 and 11: Writing innovated stories cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan (create whole class S.C.) .) Children to write a short narrative, Suggestion – Children to write an alternative ending to the story</p> <p>Lesson 15: Independent write</p>

Additional skills to consolidate: Expanded noun phrases, commas in a list, using a range of sentence starters and correctly punctuating work.

Audience and Purpose: Children to write a diary entry about something that has happened to them recently.

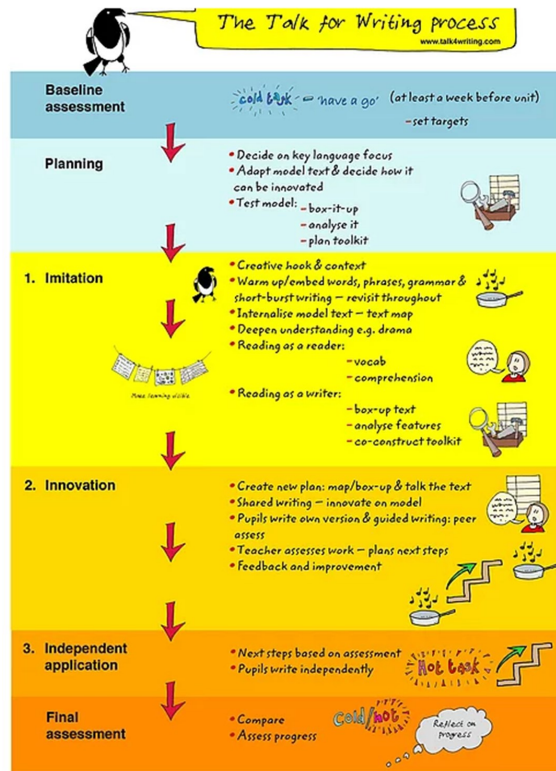
Y4 Writing MTP - Charlie and the Chocolate Factory (Character Description)



Autumn Term – writing targets to work towards
Begin to use inverted commas for direct speech
Using <u>capital letters</u> , <u>full stops</u> , <u>question marks</u> and <u>exclamation marks</u> correctly
Using commas to separate items in a list
Maintaining a consistent tense throughout a piece of writing, either the <u>present perfect form</u> or the <u>simple past tense</u>
Using <u>conjunctions</u> , <u>adverbs</u> or <u>prepositions</u> to express time and place to extend the range of sentences
Use of the forms 'a' or 'an'
Begin to use paragraphs around a theme
Use headings and subheadings to aid presentation
Using expanded noun phrases frequently within a piece of writing
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Spell <u>some</u> of the Y3/4 common exception words
Spell words with a range of prefixes (un-, dis-, mis-, in-)
Write for a range of purposes and audiences, engaging the reader

Cold Write	Lesson 1: Character Description - Someone at home (mind map things you know about them and how you would describe them)
Hook	Lesson 2: Watch a clip from the movie where Willy Wonka comes out of the chocolate factory for the first time. Vocabulary collection—What kind of person is he?
Imitation	<p>Lesson 3: Learn first part of story map Reading as a writer, develop toolkit together. Children to read and highlight features of a character description.</p> <p>Lesson 4: Recap first part, learn second part of story map Language focus - Expanded noun phrases</p> <p>Lesson 5: Recap story map, learn 3rd part of story map Language focus - Commas in a list</p> <p>Lesson 6: Short burst writing combining the three language features - Wanted poster for Verruca Salt</p> <p>Lesson 7: Draw own version of the story map and add key language features.</p>
Innovation	<p>Lesson 8: Hot seating - for different characters prior to innovation</p> <p>Lesson 9: Boxed up picture plan for innovated text (see photos from school visit KS2)</p> <p>Lessons 10 and 11: Writing innovated character description cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan (create whole class S.C.) .) Children to write a character description.</p> <p>Lesson 15: Independent write</p>
<p>Additional skills to consolidate: Show don't tell techniques</p> <p>Audience and Purpose: Children to design a new character for the story. What is their character's flaw? How will they describe them?</p>	

Y4 Writing MTP Sp1 - The Story of Inventions (Information text)



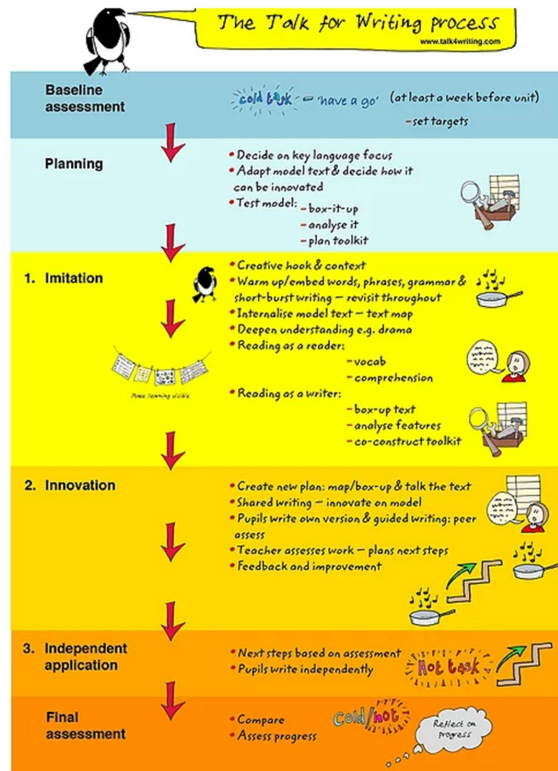
Spring Term – writing targets to work towards
Organise paragraphs around themes
Achieve cohesion by effectively using a range of fronted adverbials, using a comma after fronted adverbials
Using <u>inverted commas</u> and <u>other punctuation</u> to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas)
Extend range of sentences by using <u>noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases</u> ('the teacher' expanded to 'the strict maths teacher with the curly hair')
Mostly correctly use standard English forms for verb inflections ('we were' instead of 'we was')
Using apostrophes to show plural possession ('the girl's name, the girls' name)
Increase the <u>legibility</u> , <u>consistency</u> and <u>quality</u> of their handwriting
Spell many of the Y3/Y4 common exception words
Write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures
Proofread for spelling and punctuation errors, independently using the dictionary using the first 2 or 3 letters of a word

Cold Write	Lesson 1: Stimulus and cold write (WOW entry point - children to have a range of objects to guess how and why they were invented—pencil, toilet paper, fork and knife, clock, phone)
Hook	Lesson 2: Hook for text. A picture of the chindogu on the board—slow reveal—what is it? What is it for? Reveal the model text - children to do an active gap fill to read the text and fill in the gaps. Read as a reader - comprehension questions.
Imitation	<p>Lesson 3: Learn first part of story map (reading as a writer, develop toolkit together.)</p> <p>Lesson 4: Recap first part, learn second part of story map. Language focus - expanded noun phrases</p> <p>Lesson 5: Recap story map, learn 3rd part of story map. Language focus - inverted commas (quote)</p> <p>Lesson 6: Short burst writing to use both areas for the language focus in a piece of extended writing. Choose an invention from previous lesson—shared write, a different picture that you've also already done.</p> <p>Lesson 7: Draw own version of the story map and add key language</p> <p>Lesson 8: Rewrite story map</p>
Innovation	<p>Lesson 9: Boxed up picture plan for innovated text</p> <p>Lesson 10 and 11: Writing innovated invention information text cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan (create whole class S.C.) .) Children to write information text for an existing product making up the invention story.</p> <p>Lesson 15: Independent write</p>

Additional skills to consolidate: Emotive language, rhetorical questions

Audience and Purpose: Children to write an invention story for an existing invention. Can they convince their family that it is true?

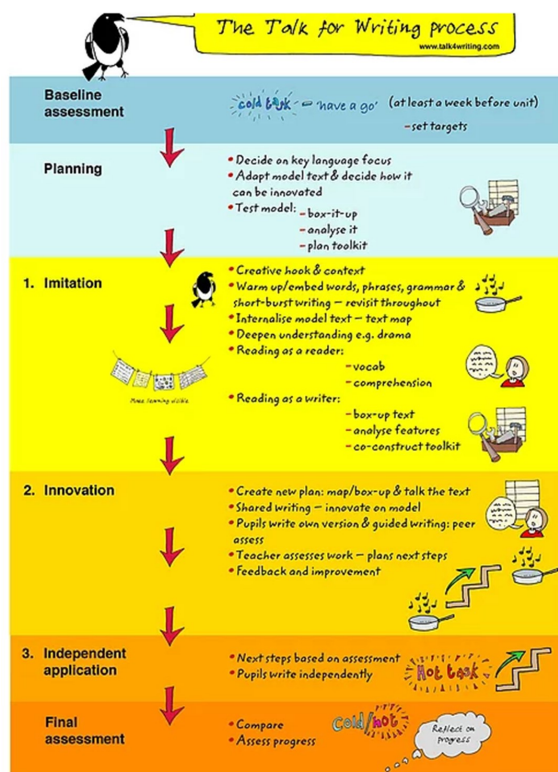
Y4 Writing MTP Sp1 - The Story of Inventions (Instructions)



Spring Term – writing targets to work towards
Organise paragraphs around themes
Achieve cohesion by effectively using a range of fronted adverbials, using a comma after fronted adverbials
Using <u>inverted commas</u> and <u>other punctuation</u> to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas)
Extend range of sentences by using <u>noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases</u> ('the teacher' expanded to 'the strict maths teacher with the curly hair')
Mostly correctly use standard English forms for verb inflections ('we were' instead of 'we was')
Using apostrophes to show plural possession ('the girl's name, the girls' name)
Increase the <u>legibility</u> , <u>consistency</u> and <u>quality</u> of their handwriting
Spell many of the Y3/Y4 common exception words
Write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures
Proofread for spelling and punctuation errors, independently using the dictionary using the first 2 or 3 letters of a word

Cold Write	Lesson 1: Children to write a set of instructions for their innovated chindogu invention.
Hook	Lesson 2: Hook for text. Children to design own invention. Cross curricular link - D&T
Imitation	<p>Lesson 3: Learn first part of story map</p> <p>Reading as a writer - toolkit development for instructions</p> <p>Lesson 4: Recap first part, learn second part of story map. Language focus - Imperative verbs</p> <p>Lesson 5: Recap story map, learn 3rd part of story map. Language focus - Adverbs</p> <p>Lesson 6: Short burst writing to use both areas for the language focus in a piece of extended writing. Crazy instructions 'How to Cook a Rainbow' (page 73 Creating storytellers and writers)</p> <p>Lesson 7: Draw own version of the story map and add key language.</p>
Innovation	<p>Lesson 9: Boxed up picture plan for innovated text</p> <p>Lesson 10 and 11: Writing innovated instructions. Cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing ? In afternoon</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Revisit and expand on 'How to Cook a Rainbow - possible practical lesson)</p> <p>Lesson 15: Independent write</p>

Y4 Writing MTP Spr2 - Templeton Twins (Balanced Argument)

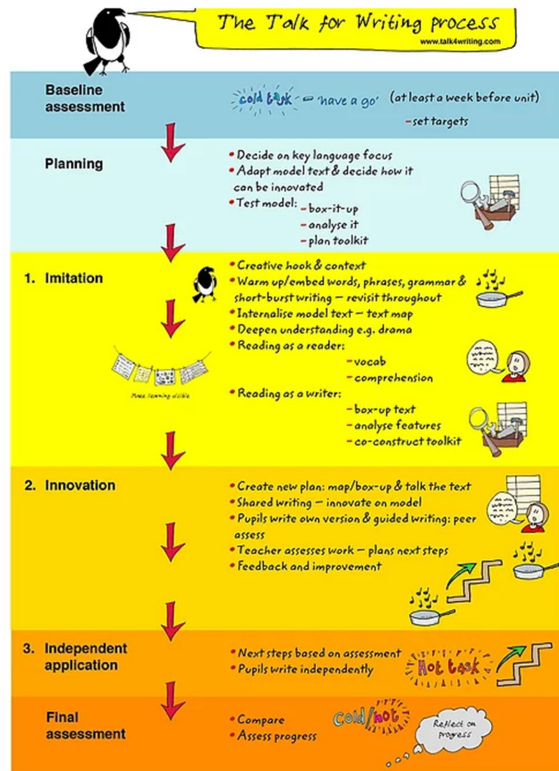


Autumn Term – writing targets to work towards

Begin to use inverted commas for direct speech
Using <u>capital letters</u> , <u>full stops</u> , <u>question marks</u> and <u>exclamation marks</u> correctly
Using commas to separate items in a list
Maintaining a consistent tense throughout a piece of writing, either the <u>present perfect form</u> or the <u>simple past tense</u>
Using <u>conjunctions</u> , <u>adverbs</u> or <u>prepositions</u> to express time and place to extend the range of sentences
Use of the forms 'a' or 'an'
Begin to use paragraphs around a theme
Use headings and subheadings to aid presentation
Using expanded noun phrases frequently within a piece of writing
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Spell <u>some</u> of the Y3/4 common exception words
Spell words with a range of prefixes (un-, dis-, mis-, in-)
Write for a range of purposes and audiences, engaging the reader

Cold Write	Lesson 1: Stimulus and cold write - Something is being banned (e.g. poppits) children to receive a fake email to say they are banned and they have to respond to the email. Can they think of both sides of the argument?
Hook	Lesson 2: Hook for text. Children to receive a letter from Dean D Dean explaining that the professor has stolen his idea. Children receive another letter from Professor Elton explaining why he thinks he didn't steal it. Children to collect evidence from the letters and sections of the book. Collate evidence under the two sides. Who do they believe?
Imitation	<p>Lesson 3: Learn first part of story map</p> <p>Toolkit development for a balanced argument</p> <p>Lesson 4: Recap first part, learn second part of story map. Language focus - emotive language</p> <p>Lesson 5: Recap story map, learn 3rd part of story map Language focus - persuasive language</p> <p>Lesson 6: Short burst writing to use both areas for the language focus in a piece of extended writing. An eye witness wants to persuade you that the Professor is right. Write an eye witness account to persuade the police.</p> <p>Lesson 7: Draw own version of the story map and add key language</p> <p>Lesson 8: Organising points into the structure (see T4W blue book page 135 for persuasive writing structure)</p>
Innovation	<p>Lesson 9: Boxed up picture plan for innovated text</p> <p>Lesson 10 and 11: Writing innovated balanced argument cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie Innovate to something that engages the children at this time - could be a rewrite of the cold write.</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Children write a balanced argument. Link to climate change geography lessons</p> <p>Lesson 15: Independent write</p> <p>Note: Model text MUST include a quote using inverted commas.</p>

Y4 Writing MTP Sp2 - Templeton Twins (Playscript)



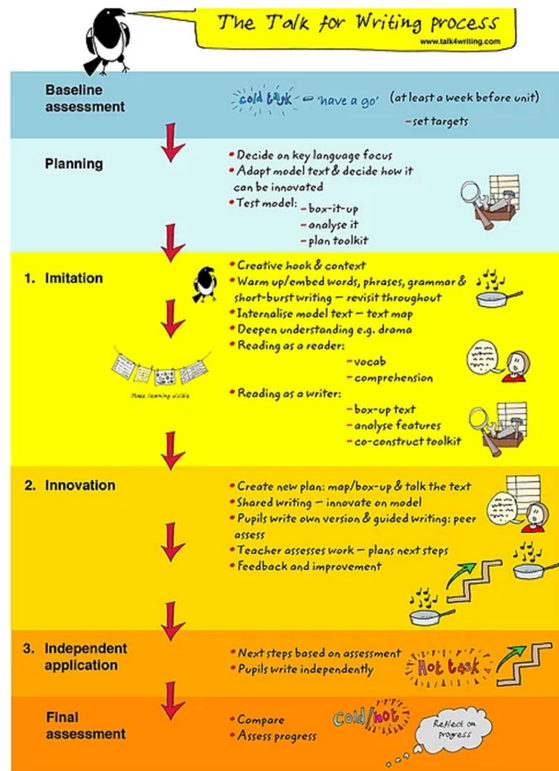
Cold Write	Lesson 1: Children to write a conversation as a playscript between Dean D Dean and Professor Elton. Do they know any features of a playscript?
Hook	Lesson 2: Children to be given mini play scenarios to act out in small groups. What did you notice? Which one was your favourite? Short burst - children to write their own short scenario. For example: finding a golden ticket, telling a lie, find a worm in a sandwich etc
Imitation	Lesson 3: Develop a toolkit for a playscript using a range of playscripts. What makes one better than the other? What do we like about this one? What are the different features for? Lesson 4: Drama lesson - Everyone to have the same playscript but to add their own stage directions. Act out and swap. Lesson 5: Language focus - adverbs for stage directions Lesson 6: Language focus - Use of first person Lesson 7: Character development - how would the different characters move/speak etc.
Independent Application	Lesson 8: Children to act out a scene from the book. Lesson 9: Children to write own play script based on the scene (not in T4W style as this would be too limiting) Lesson 10: Edit and publish

Spring Term – writing targets to work towards
Organise paragraphs around themes
Achieve cohesion by effectively using a range of fronted adverbials, using a comma after fronted adverbials
Using <u>inverted commas</u> and <u>other punctuation</u> to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas)
Extend range of sentences by using <u>noun phrases</u> expanded by addition of <u>modifying adjectives, nouns and preposition phrases</u> ('the teacher' expanded to 'the strict maths teacher with the curly hair')
Mostly correctly use standard English forms for verb inflections ('we were' instead of 'we was')
Using apostrophes to show plural possession ('the girl's name, the girls' name)
Increase the <u>legibility</u> , <u>consistency</u> and <u>quality</u> of their handwriting
Spell many of the Y3/Y4 common exception words
Write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures
Proofread for spelling and punctuation errors, independently using the dictionary using the first 2 or 3 letters of a word

Additional skills to consolidate: Show it don't tell it, scene setting vocabulary

Audience and Purpose: Children to act out the playscript and perform to a member of the Senior Leadership Team

Y4 Writing MTP Su1 - Writing Through Art



Week 1	Year 4 children participate in the Futurezone 'Writing Through Art' project. Each year Futurezone chooses 4 paintings and selects learning objectives to match the style of the paintings.
Week 2	Painting 2
Week 3	Painting 3
Week 4	Painting 4

Summer Term – writing targets to work towards

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

Read writing back and adapt word choice with audience in mind (independent use of thesaurus), ensuring precise word choice

Demonstrate application of expected statements across the curriculum (considering audience and purpose when writing up a science investigation)

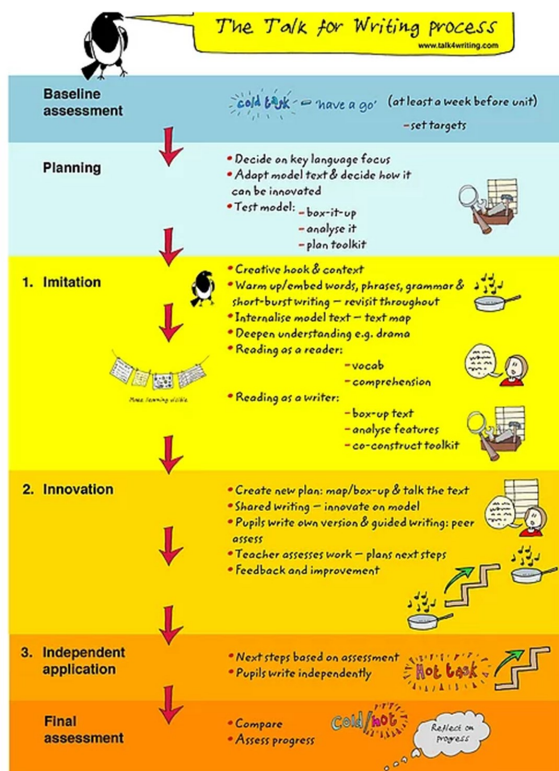
Build on what they have learnt, in terms of range of their writing and varied grammar, vocabulary and narrative structures which they can draw from to express their ideas

Spell most of the Y3/4 common exception words

Handwriting is consistently legible, fluent and joined at speed and regardless of the task

Providing definitions or examples of the following terminology: determiner, pronoun, possessive, pronoun and adverbial

Y4 Writing MTP Su2 – Leon and the Place Between (Narrative)



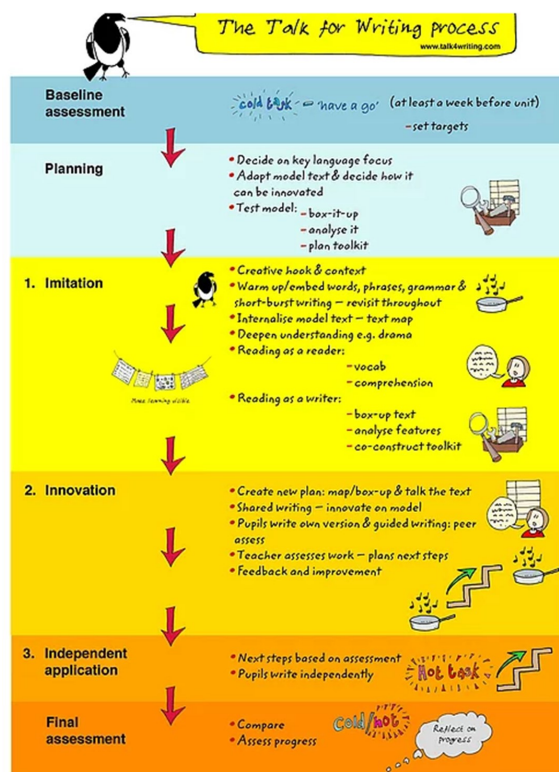
Cold Write	Lesson 1: Pictures from the book - what do you think the characters are saying? (AFL - do they know how to use inverted commas?)
Hook	Lesson 2: To use descriptive language - children to explore the book and pictures. What language could you use to describe them?
Imitation	Lesson 3: Teach first part of story map Language focus - direct speech Lesson 4: Revisit part 1 teach part 2 Vocabulary focus - circus language (sensory) Lesson 5: Revisit part 1 and 2 teach part 3 Language focus - fronted adverbials Lesson 6: Short burst writing - Leon has disappeared. Write a response to the missing poster to explain where he could have gone (use 3 taught language/vocab features) Lesson 7: Draw own version of the story map and add key language
Innovation	Lesson 8: To write a recount of their own fictional trip to the circus. Use videos and pictures to support. Lesson 9: Boxed up picture plan for innovated text Lesson 10 and 11: Writing innovated narrative cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie? Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) .) Children write a persuasive book review to convince others to read the book. Lesson 15: Independent write

Summer Term – writing targets to work towards
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Read writing back and adapt word choice with audience in mind (independent use of thesaurus), ensuring precise word choice
Demonstrate application of expected statements across the curriculum (considering audience and purpose when writing up a science investigation)
Build on what they have learnt, in terms of range of their writing and varied grammar, vocabulary and narrative structures which they can draw from to express their ideas
Spell most of the Y3/4 common exception words
Handwriting is consistently legible, fluent and joined at speed and regardless of the task
Providing definitions or examples of the following terminology: <u>determiner</u> , <u>pronoun</u> , <u>possessive</u> , <u>pronoun</u> and <u>adverbial</u>

Additional skills to consolidate: Organising ideas into paragraphs

Audience and Purpose: A book review for Year 3 children

Y4 Writing MTP Su2 – Leon and the Place Between (Formal Letter)



Cold Write	Lesson 1: Job advert for a chocolate tester - write a letter to convince them to give you the job.
Hook	Lesson 2: Children to receive job advert for magician's assistant. What kind of skills do you think you would need to have to do the job? Vocabulary collection.
Imitation	Lesson 3: Teach first part of model text (formal letter) Toolkit development for formal letters (using expanded model text) Lesson 4: Revisit part 1 teach part 2 Language focus - Sorting formal and informal language Lesson 5: Revisit part 1 and 2 teach part 3 Language focus - persuasive language and rhetorical questions Lesson 6: Short burst writing - Write a spell using formal language to help you get the job. Lesson 7: Draw own version of the story map and add key language
Innovation	Lesson 8: What other jobs would you like to do? Write a job advert for your perfect job. Lesson 9: Boxed up picture plan for innovated text (innovate to letter applying for perfect job) Lesson 10 and 11: Writing innovated formal letter cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie? Lesson 12: Editing and peer assessment (think about language choice) Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Write a letter to your new teacher Lesson 15: Independent write

Additional skills to consolidate: Accurate punctuation, paragraphing Audience and Purpose: Formal letter to their new teacher
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Summer Term – writing targets to work towards
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Read writing back and adapt word choice with audience in mind (independent use of thesaurus), ensuring precise word choice
Demonstrate application of expected statements across the curriculum (considering audience and purpose when writing up a science investigation)
Build on what they have learnt, in terms of range of their writing and varied grammar, vocabulary and narrative structures which they can draw from to express their ideas
Spell most of the Y3/4 common exception words
Handwriting is consistently legible, fluent and joined at speed and regardless of the task
Providing definitions or examples of the following terminology: <u>determiner</u> , <u>pronoun</u> , <u>possessive</u> , <u>pronoun</u> and <u>adverbial</u>