



WRITING LONG TERM PLAN PROGRESSION DOCUMENT: YEAR FOUR/FIVE

WRAWBY ST MARY'S C of E PRIMARY SCHOOL

Our School Vision

At Wrawby St Mary's Primary School, we strive for a full life in mind, body, heart and spirit to plan, prosper and give hope and a future to all. We believe in a journey of education enabling every child to feel love, challenge and excitement as they access skills to build future pioneers and leaders.
Our school is a beacon of hope and a sign of the kingdom.

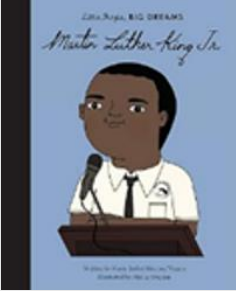
'Hope does not disappoint us, because God's love has been poured into our hearts through the Holy Spirit that has been given to us.'

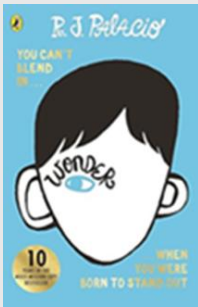
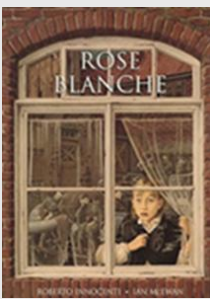
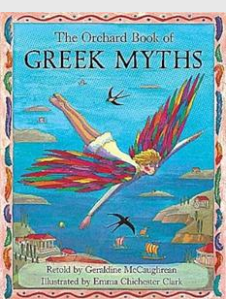
Romans 5:5

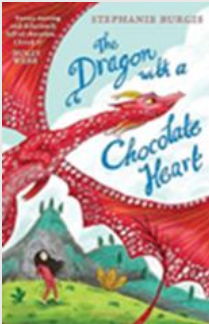
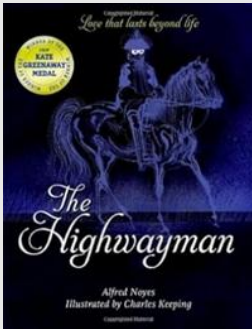
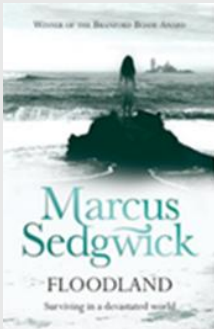
Our Church School Values

Our Wrawby Values are Christian values under the overarching universal value of Hope.

- *Love*
- *Peace*
- *Forgiveness*
- *Kindness*
- *Perseverance*
- *Self-control*

	Autumn Term 1			Autumn Term 2	
Text	Christophe's Story by Nikki Cornwell (4 weeks)  Genre: Contemporary fiction			 Little People, Big Dreams: Martin Luther King by Maria Isabel Sanchez Vegara (6-7 weeks)  Little People, Big Dreams: David Attenborough by Maria Isabel Sanchez Vegara (6-7 weeks) Genre: Non-Fiction - Biography	
Book themes, links to school Christian values, DEI coverage, Golden threads (e.g., Black history, women in history)	Family Friendship Refugees Courage			Longevity Conservation Pioneers & Leaders Gardeners & Caretakers of the World	
Cross-curricular links				Black History Month Geography – Fair Trade	Geography – Fair Trade
Main outcome	Narrative: Re-tell Change of perspective		Non-fiction: Biography Create a biography	Poetry Unit Cinquain poetry	Non-fiction: Persuasion Text Should humans continue to destroy habitats and ecosystems?
Retrieval Writing (previously known as short burst writing)	Diary entry		Information text (David Attenborough)	Syllable work (2-4-6-8-2 syllables over 5 lines)	Information writing Research
Audience/ Form Fiction Non-fiction	Narrative Empathy for a character		Non-fiction: Biography David Attenborough	Poetry Unit Natural World poem	Persuasion Text Encouraging conservation
Purpose	To entertain		To inform	To entertain	To persuade
Grammar and Spelling coverage: *Indicates coverage and retrieval from previous units groups/previous taught lessons.	Spelling	- Double consonant when adding a suffix - Suffix -ly*	- ou - h ('k') * -gue	- Y for i* - Prefix: mis	- Suffix: -tion* - Suffixes: -able, -ible
	Sentences	- Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition - Ensure correct subject verb agreement	Relative clauses beginning with <i>who, which, where, why, whose, that, or an omitted relative pronoun</i> - Use relative clauses to expand sentences - Use <i>relative pronouns</i> appropriately	Ensure correct subject verb agreement*	- Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) - Know what a modal verb is: <i>might/should/could/would/can/may/must/shall</i>
	Punctuation	- Capital letters - Full stops - Question marks - Exclamation marks	- Capital letters* - Full stops* - Question marks*	- Capital letters* - Full stops* - Question marks*	- Capital letters* - Full stops* - Question marks* - Commas in lists - Colon to start a list
	Text/ genre features	- Use of paragraphs to organise ideas around a theme - Understand and write compound and complex sentences - Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)	- Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) - Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	- Use of paragraphs to organise ideas around a theme* - Stanzas of 5 lines each - Use correct number of syllables for Cinquain poetry (2-4-6-8-2) - Know what determiners are	- Understand and use fronted adverbials - Understand, and recognise adverbial phrases and clauses - Use adverbs to express frequency - Use of paragraphs to organise ideas around a theme* - Understand what a clause is

Spring Term 1			Spring Term 2		
Text	Wonder by R.J. Palacio (6 weeks) 		Rose Blanche by Ian McEwan (6 weeks) 	The Orchard Book of Greek Myths Retold by Geraldine McCraughrean (3 weeks) 	
	Genre: Contemporary Fiction		Genre: Heritage Fiction	Genre: Greek Myths	
Book themes, links to school Christian values, DEI coverage	Traacher Collins Syndrome & Disability Diversity Prejudice & Bullying Acceptance		Injustice & War Diversity Kindness Hope	Heroes & Heroines Overcoming adversity Perseverance Faith	
Cross-curricular links	PSHE		History – (Pre-teach) WWII	History – Ancient Greek Myths	
Main outcome	Non-fiction: Diary Entry Write as August on the day when Jack Will betrayed him	Non-fiction: Persuasion Persuade others to show more kindness to everyone	Non-fiction: Newspaper Report Newspaper Report about the missing girl – Rose Blanche	Narrative – Greek Myth Create own myth based on Greek examples	
Other outcomes (Short Bursts/revisit writes)	Diary entry	Character description	Diary entry	Comparison of Greek Myths	
Audience/ Form Fiction Non-fiction	Non-fiction: Diary Entry Recount of events inspired by the book	Non-fiction: Persuasive Text Show kindness to others inspired by the book	Non-fiction: Newspaper Report What happened at the end of the book and where is Rose Blanche?	Narrative – own Greek Myth Inspired by Perseus/Bellerophon and the Chimera	
Purpose	To inform	To persuade	To inform	To entertain	
Grammar and Spelling coverage: *Indicates coverage and retrieval from previous units groups/previous taught lessons.	Spelling	○ Suffix: -ture ○ Suffix: -ly* ○ ous	○ ch ('sh') ○ qu and que ○ y for i* ○ Suffix: -ssion	○ Suffixes: -ably, -ibly ○ Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) ○ Verb prefixes (e.g. dis–, de–, mis–, over– and re–)	○ Silent letters ○ Prefix: dis
	Sentences	○ Fronted adverbials (e.g. Later that day, I heard the bad news.) ○ Combine simple, compound and complex sentences successfully in a text ○ Use adverbs and adverbials as connectives to show time: after five minutes/nearby/secondly	○ Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) * ○ Know what a modal verb is: might/should/could/would/can/may/must/shall*	○ Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) * ○ Know what a modal verb is: might/should/could/would/can/may/must/shall*	○ Starting a sentence with a simile ○ -ed and –ing clause starters ○ Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) * ○ Know what a modal verb is: might/should/could/would/can/may/must/shall*
	Punctuation	○ Capital letters and full stops* ○ Question marks* ○ Commas to mark phrases or clauses & marking off subordinate clauses and adverbial phrases ○ Use of inverted commas to punctuate direct speech	○ Capital letters and full stops* ○ Question marks* ○ Commas in lists* ○ Colon to start a list* ○ Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots)	○ Capital letters and full stops* ○ Question marks* ○ Commas in lists* ○ Use of commas to clarify meaning or avoid ambiguity or clarify meaning	○ Capital letters and full stops* ○ Question marks* ○ Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots) * ○ Brackets ○ Ellipses
	Text/genre features	○ Use of paragraphs to organise ideas around a theme* ○ Use a range of conjunctions (co-ordination and subordination). ○ Know and use a possessive pronoun: my/mine/our/ours/its/his/her/theirs/yours ○ Know what determiners are*	○ Understand and use fronted adverbials* ○ Understand, and recognise adverbial phrases and clauses* ○ Use adverbs to express frequency* ○ Use of paragraphs to organise ideas around a theme* ○ Understand what a clause is*	○ Use of paragraphs to organise ideas around a theme* ○ Use a range of conjunctions (co-ordination and subordination) * ○ Understand and use fronted adverbials*	○ Understand and use what a subordinate clause ○ Understand what a clause is* ○ Understand and use fronted adverbial*s ○ Understand, and recognise adverbial phrases and clauses*

		Summer Term 1		Summer Term 2	
Text	The Dragon with a Chocolate Heart by Stephanie Burgis (3 weeks) 		The Highway Man by Alfred Noyes (2 weeks) 		Floodland by Marcus Sedgwick (6 weeks) 
	Genre: Contemporary Fiction		Genre: Narrative Poem		
Book themes, links to school Christian values, DEI coverage	Friendship Betrayal Deception		Scarifice Loyalty Love		Environmental issues Survival Perseverance Gardeners & Caretakers of the World
Cross-curricular links					Geography – Environmental issues
Main outcome	Narrative – Story telling Introduce a new character to story		Poetry Unit Poem based on The Highwayman		Non-fiction: Explanation Text Global warming and the predictions about UK sea levels
Other outcomes (Short Bursts/revisit writes)	Character description		Setting description, using suspense		Information gathering
Audience/ Form Fiction Non-fiction	Narrative – storytelling New character/creature inspired by the book		Poetry Unit Narrative Poem		Non-fiction – Explanation Text Explaining the rising sea levels as explored in Floodland
Purpose	To entertain		To entertain		To inform
Grammar and Spelling coverage: *Indicates coverage and retrieval from previous units groups/previous taught lessons.	Spelling	○ Suffix: -sure*, 'ly* ○ Ou/ous	○ ch ('sh' or 'k') ○ sc		○ Possessive apostrophes ○ Suffixes: -ably, -ibly with prefixes
	Sentences	○ Starting a sentence with a simile ○ -ed and –ing clause starters* ○ Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) * ○ Know what a modal verb is: might/should/could/would/can/may/must/shall*	○ Ensure correct subject verb agreement* ○ Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) * ○ Verb prefixes (e.g. dis–, de–, mis–, over– and re–) *		○ Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) * ○ Know what a modal verb is: might/should/could/would/can/may/must/shall*
	Punctuation	○ Capital letters and full stops* ○ Question marks* ○ Brackets, dashes or commas to indicate parenthesis (word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas). ○ Ellipses	○ Capital letters* ○ Full stops* ○ Question marks* ○ Ellipses*		○ Capital letters and full stops* ○ Question marks* ○ Brackets, dashes or commas to indicate parenthesis (word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas) *
	Text/genre features	○ Understand and use what a subordinate clause ○ Understand what a clause is* ○ Understand and use fronted adverbial*s ○ Understand, and recognise adverbial phrases and clauses*	○ Use of paragraphs to organise ideas around a theme* ○ Stanzas in poetry* ○ Know what determiners are*		○ Understand and use fronted adverbials* ○ Understand, and recognise adverbial phrases and clauses* ○ Use adverbs to express frequency* ○ Use of paragraphs to organise ideas around a theme* ○ Understand what a clause is*