



Year 4 Writing MTPs 2021-2022

Theme	The Empire strikes Back!	
Talk for writing texts	Autumn 1	Autumn 2
	Romans on the Rampage by Jeremy Strong	Escape from Pompeii by Christina Balit
Writing outcomes	Setting description Narrative Non-chronological Report	Setting description Diary Newspaper report Poetry
Key Performance Indicators		
Composition – Planning	I can plan writing using the main features of a specific text type.	
Composition – Structure	I can organise paragraphs around a theme and sequence them logically.	
	I can use conjunctions that signal time, shift attention, inject suspense and shift the setting.	
Composition – Vocabulary	I can use figurative language (similes and alliteration)	
	I can use adverbs / adverbials and prepositional phrases.	
Composition – Grammar and Punctuation	I can use a subordinating conjunction to begin a sentence.	
	I can use a comma accurately when using a fronted adverbial.	
	I can punctuate direct speech accurately, remembering to use a new line for each new speaker.	
	I can use the present perfect form of verbs.	
	I can use a mixture of simple, compound and complex sentences.	
		I can accurately use apostrophes to indicate possession.
Transcription – Spelling	I can use prefixes and suffixes (Appendix 1).	
	I can spell many of the Year 3/4 words correctly.	
	I can spell many of the Year 4 homophones correctly (Appendix 1).	
Transcription – Handwriting	I can use joined handwriting which shows increased legibility, consistency and quality.	
Greater depth	I can include well-chosen detail and description in my writing.	
	I can punctuate a wider range of sentences accurately and with control.	
	I can spell most Year 4 homophones and use well-chosen prefixes and suffixes correctly.	



Year 4 Writing MTPs 2021-2022

Theme	Cloud to coast	
Talk for writing texts	Spring 1	Spring 2
	The Wind in the Willows by Kenneth Grahame	The Miraculous Journey of Edward Tulane by Kate Dicamillo
Writing outcomes	Setting description Character description Explanation text	Character description Diary Letter
Key Performance Indicators		
Composition – Planning	I can plan writing using the main features of a specific text type.	
Composition – Structure	I can organise paragraphs around a theme and sequence them logically.	
	I can use conjunctions that signal time, shift attention, inject suspense and shift the setting.	
Composition – Vocabulary	I can use figurative language (similes and alliteration)	
	I can use adverbs / adverbials and prepositional phrases.	
Composition – Grammar and Punctuation	I can use a subordinating conjunction to begin a sentence.	
	I can use a comma accurately when using a fronted adverbial.	
	I can punctuate direct speech accurately, remembering to use a new line for each new speaker.	
	I can use the present perfect form of verbs.	
	I can use a mixture of simple, compound and complex sentences.	
Transcription – Spelling	I can accurately use apostrophes to indicate possession.	
	I can use prefixes and suffixes (Appendix 1).	
	I can spell many of the Year 3/4 words correctly.	
Transcription – Handwriting	I can spell many of the Year 4 homophones correctly (Appendix 1).	
	I can use joined handwriting which shows increased legibility, consistency and quality.	
Greater depth	I can include well-chosen detail and description in my writing.	
	I can punctuate a wider range of sentences accurately and with control.	
	I can spell most Year 4 homophones and use well-chosen prefixes and suffixes correctly.	



Year 4 Writing MTPs 2021-2022

Theme	By the power of Ra!	
Talk for writing texts	Summer 1	Summer 2
	Secrets of a Sun King by Emma Carroll.	The Egyptian Cinderella by Shirley Climo
Writing outcomes	Non-Chron report Narrative Poetry Report	Narrative Explanation Text Newspaper Report
Key Performance Indicators		
Composition – Planning	I can plan writing using the main features of a specific text type.	
Composition – Structure	I can organise paragraphs around a theme and sequence them logically.	
	I can use conjunctions that signal time, shift attention, inject suspense and shift the setting.	
Composition – Vocabulary	I can use figurative language (similes and alliteration)	
	I can use adverbs / adverbials and prepositional phrases.	
Composition – Grammar and Punctuation	I can use a subordinating conjunction to begin a sentence.	
	I can use a comma accurately when using a fronted adverbial.	
	I can punctuate direct speech accurately, remembering to use a new line for each new speaker.	
	I can use the present perfect form of verbs.	
	I can use a mixture of simple, compound and complex sentences.	
	I can accurately use apostrophes to indicate possession.	
Transcription – Spelling	I can use prefixes and suffixes (Appendix 1).	
	I can spell many of the Year 3/4 words correctly.	
	I can spell many of the Year 4 homophones correctly (Appendix 1).	
Transcription – Handwriting	I can use joined handwriting which shows increased legibility, consistency and quality.	
Greater depth	I can include well-chosen detail and description in my writing.	
	I can punctuate a wider range of sentences accurately and with control.	
	I can spell most Year 4 homophones and use well-chosen prefixes and suffixes correctly.	
End of year 4:		



Year 4 Writing MTPs 2021-2022

Aim	By the end of year 4, children will become 'fluent writer'. They are growing in confidence and use writing for a wider range of purposes. They are beginning to consider the appropriateness of language and style with the reader or audience in mind. They have embedded skills and write automatically with a far greater stamina for writing.	Assessment	Composition The pupil can: <ul style="list-style-type: none">• write more extensively and writing is appropriate for audience and purpose• write narratives with clear structures, including clear beginning/ middle/ end and include elaborate descriptions and details.• greater range of punctuation, building on knowledge and taught in earlier stages• in non-fiction writing they show how meaning can be enhanced through details, explanations and examples• develop a greater stamina for writing with embedded skills• organise writing into sections for clarity Transcription <ul style="list-style-type: none">• plausible attempts at unknown and increasingly difficult words• produce neat, legible joined following the school style
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