

Long Term Year 4 English Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Write to: ENTERTAIN	Write to: INFORM	Write to: ENTERTAIN	Write to: PERSUADE	Write to: ENTERTAIN	Write to: INFORM
Plot Types/Non-Fiction/Poetry	<ul style="list-style-type: none"> Voyage and return story - focus on characterisation and dialogue Rhyming poetry - ABAB rhyme scheme (alternating quatrains) linked to Greek myths and mythological character 	<ul style="list-style-type: none"> Instructions - recipes Non-chronological report with explanation text linked to science curriculum - sound 	<ul style="list-style-type: none"> Study into features of stories and poetry from other cultures Write stories and poetry using identified features of stories from other cultures 	<ul style="list-style-type: none"> Use features of persuasive texts to write an article that can be used in a local magazine Write a speech which can be shared as part of a group debate 	<ul style="list-style-type: none"> Quest story Diary entry from one of the characters from the quest story 	<ul style="list-style-type: none"> Chronological Report – recount of the life of an influential person (biography) Non chronological report – blog writing (developing an awareness of the features of this dynamic and informal style of writing)
Texts to support writing	<ul style="list-style-type: none"> Linked to Greek Myths The Usborne Book of Greek Myths – Orpheus’ Journey Teacher WAGOLL – Zanos Gods and Monsters – Mythological Poems Teacher WAGOLL Tiger, Tiger Burning Bright – Lion (July 13th) Michael’s Song (Feb 8th) The Puffin (January 22nd) Swallow (September 21st) The Vulture (August 14th) 	<ul style="list-style-type: none"> Magic Potion WAGOLL Teacher WAGOLL – Musical Instruments – The World Encyclopedia of Musical Instruments 	<ul style="list-style-type: none"> Traditional stories from European countries – Pied Piper, Hansel and Gretel, The Ugly Duckling, Puss in Boots Usborne Illustrated Grimms Fairytales 	<ul style="list-style-type: none"> Teacher WAGOLL linked to planning an outdoor area Teacher WAGOLL linked to persuading people to visit a local attraction 	<ul style="list-style-type: none"> Extracts from Finding Nemo Extracts from The Wizard of Oz Teacher WAGOLL The Legend of Podkin One Ear The Legend of Podkin One Ear 	<ul style="list-style-type: none"> Example texts around Robert Falcon Scott, JK Rowling Blog writing – blogs on film reviews (Trolls and Luca)

Whole Class Reading Texts	Bridging Reading Practice to Whole Class	The Lion The Witch and The Wardrobe	Boy in the Tower	Boy in the Tower	The Legend of Podkin One Ear	The Boy at the Back of the Class
	Reading Practice using banded texts					
Text and Plot Type	n/a	Archaic Voyage and Return	Complex Plot Overcoming the Monster	Complex Plot Overcoming the Monster	Complex Narrator Quest	Complex Narrator Overcoming the Monster
Spoken Language	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction reference books and textbooks. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and increasingly complex phrases that capture the reader's interest and imagination. Asks reasoned questions to improve his/her understanding of a text. Participate in considered discussion about both books that are read to him/her and those that can be for himself/herself taking turns and listening to what others say. Compose and rehearse sentences orally (including dialogue), progressively building and varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). Read aloud his/her own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>(Note that there are also some maths and scientific based spoken language targets).</p>					
Word Reading	<ul style="list-style-type: none"> Apply his/her growing knowledge of root words, prefixes and suffixes etymology and morphology both to read aloud and to understand the meaning of new words that he/she meets to include: re-, sub-, inter-, super-, anti-, auto-, -ation, -ous (English Appendix 1). Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1). 					
Reading Comprehension	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide-range of fiction, poetry, plays, non-fiction books and reference books or textbooks. Reading for a range of purposes. Using dictionaries to check the meaning of words that he/she has read. Reading a wide range of books including fairy stories, myths and legends and retell some of these orally. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry e.g. free-verse and narrative poetry. Identifying themes and conventions in a wide range of books. <p>Understanding what he/she reads independently by:</p> <ul style="list-style-type: none"> Checking that the text makes sense to him/her and discussing their understanding and explaining the meaning of words in context. Asking questions to improve his/her understanding of text with increasing complexity. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence clearly taken from the text. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarise these. Identifying how language, structure and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. <p>Other:</p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction over a wide range of subjects. 					

	<ul style="list-style-type: none"> Participate in clear reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. 					
Generic Writing Statements (continuous objectives)	<ul style="list-style-type: none"> Plan writing by looking at similar writing, discuss it, record it. Paragraphing – organise paragraphs around a theme. Draft and write by rehearsing sentences orally. Edit and assess their own and others’ writing and suggesting improvements. Read aloud own writing with correct use of tone, volume and meaning. Proof read for spelling and punctuation. 					
Composition Work	<ul style="list-style-type: none"> Create settings, characters and plot. Write poetry with figurative language features – similes and metaphors with ABAB structure. 	<ul style="list-style-type: none"> Draft and write non-narrative material (using organisational features - headings, subheadings and bullet points). Use of technical vocabulary. 	<ul style="list-style-type: none"> Create settings, characters and plot, considering target audience. To make appropriate language choices that reflect the required tone and culture. Write poetry with figurative language features. To compare features of stories from other cultures and be able to reflect those within own writing. 	<ul style="list-style-type: none"> Draft and write non-narrative material (using organisational features - headings, subheadings and bullet points). Consider target audience. To make appropriate language choices that reflect the required tone. Use technical vocabulary. Speech writing for group debate – engaging and using humour. 	<ul style="list-style-type: none"> Drafting and writing in first and third person. 	<ul style="list-style-type: none"> Draft and write recounts. Draft and write blogs considering target audience and relevance to society.
Sentence Work	<ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. ‘the teacher’ expanded to ‘the strict maths teacher with curly hair’. Use capital letters, full stops, question 	<ul style="list-style-type: none"> Use subordinating conjunctions accurately – embedding the Y3 list (when, before, after, while, so, because, if, that, as, until, whenever, once, since). Use commas to 	<ul style="list-style-type: none"> Use fronted adverbial (to aid cohesion across paragraphs) e.g. Later that day. Use a comma after the fronted adverbial. Demonstrate appropriate use of pronoun or noun 	<ul style="list-style-type: none"> Use rhetorical questions. Begin to develop a formal tone for speech writing. Avoid repetition of words/phrases in speech writing. Place the possessive 	<ul style="list-style-type: none"> Accurate speech punctuation including comma for reported clause and end punctuation within the inverted comma e.g. The conductor shouted, “Sit down!” Understand that 	<ul style="list-style-type: none"> Embed earlier objectives.

	<p>marks, commas for lists and apostrophes for contraction mostly correctly.</p> <ul style="list-style-type: none"> Use past and present tense accurately and consistently. Use ABAB rhyme in poetry. Use standard forms of English e.g. was/were. 	<p>mark clauses including subordinate clauses.</p> <ul style="list-style-type: none"> Understand the difference between plural and possessive. 	<p>within and across sentences to aid cohesion and avoid repetition).</p> <ul style="list-style-type: none"> Use effective synonyms to avoid repetition. 	<p>apostrophe accurately in words with regular plural (e.g. girls', boys') and in words with irregular plural's (children's).</p>	<p>writing can be third or first person and which key words determine which voice is being used.</p>	
Spelling	<ul style="list-style-type: none"> Year 3 prefixes Year 3 suffixes Adding suffixes to the root words e.g. begin- beginner, beginning -sion endings -ssion endings Year 3/4 Word list Prefixes – in, im, il, ir, sub, inter, super, anti, auto. Use the first three letters of the word to check it in the dictionary. Write sentences from memory, dictated by the teacher that include words and punctuation so far. 	<ul style="list-style-type: none"> Adding suffixes to the root words e.g. begin- beginner, beginning sion, -tion endings -ssion endings -ation endings -cian endings Year 3/4 Word list 	<ul style="list-style-type: none"> Ous ending Year 3/4 Word list 	<ul style="list-style-type: none"> Ch words Soft 'c' – when a word contains a 'c' pronounced 's', the 'c' is always followed by a vowel. -ture endings -sure endings Unstressed vowels Year ¾ word list. 	<ul style="list-style-type: none"> Review of previous terms. -ch words with a 'sh' sound -gue endings Year ¾ word list. 	<ul style="list-style-type: none"> -que endings 'sc' words Homophones Prefixes – un- dis- mis- re- Year ¾ word list.
Handwriting	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters. 	<ul style="list-style-type: none"> Understand which letters when adjacent are best left un-joined. 	<ul style="list-style-type: none"> Increase the legibility, consistency quality of their handwriting by ensuring that down strokes are parallel, and equidistant. 	<ul style="list-style-type: none"> Ensure that lines of writing are spaced sufficiently so that ascenders and descenders don't touch. 	<ul style="list-style-type: none"> Embedding earlier objectives. 	<ul style="list-style-type: none"> Embedding earlier objectives.

Grammatical Terminology		<ul style="list-style-type: none">• Determiner	<ul style="list-style-type: none">• Pronoun• Possessive Pronoun• Adverbial			