

Year 4 English Long Term Planning

Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction texts/stimulus	1066-I Was There... By Jim Eldridge	The Vanishing Rainforest. Ride of Passage-Literacy Shed	Flotsam	The Thieves of Ostia	The Queen's Token By Pamela Oldfield	Millions-Frank Cottrell Boyce
Final outcomes/genre	Descriptive writing Diary entry-as character.	Narrative-stories from other cultures	Descriptive writing Poetry	Descriptive writing	Play script Poetry	End of term writing task.
Non-Fiction text stimulus	Motte and Bailey Castle tour video	Ride of Passage-Literacy Shed	BBC News report-Coastal Erosion	Horrible Histories-The Romans	Information researched from the WWW relating to King Henry VIII	
Final outcomes/genre	Radio Advert News report	A non-chronological report about the layers of the rainforest.	News report – coastal erosion.	Information Text-Roman History book. Persuasive Speech-animal cruelty.	Biography	Instructional writing linked to art (sculpture)
Poetry	Linked to St Helens week-History		Linked to coasts and mountains		Performance Poetry	
Final outcomes			Poetry using figurative language (stimulus: The Sea poem)		Children will write and perform their own poetry after watching and evaluating a range of performance poetry.	
Cross-curricular writing	News report-Battle of Hastings Diary as a child at the Battle of Hastings Science-	Explanation-Layers of the rainforest. Science-	Recount-coastal erosion. Science-	Persuasive speech Information text-Romans Science-	Biography-Henry VIII Science-	Art-Instructions-making sculpture.

Whole class reading	I was there 1066 by Jim Eldridge	Billionaire Boy-David Walliams	The Water Horse-Dick King Smith	The Thieves of Ostia	The Queen's Token by Pamela Oldfield	Millions-Frank Cottrell Boyce
Key grammar and punctuation skills	<p>[KEY] Proof-read for spelling and punctuation errors.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Indicate grammatical and other features by using and punctuating direct speech</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials</p> <p>Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p>					
Key writing skills	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan their writing by discussing and recording ideas.</p> <p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write by creating settings, characters and plot in narratives.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume.</p> <p>Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings].</p>					
Key reading skills	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.</p> <p>Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by recognising some different forms of poetry [for example, free verse, narrative poetry].</p>					
Key oracy skills	<p>At a level appropriate to Year 4: listen and respond appropriately to adults and their peers.</p> <p>At a level appropriate to Year 4: use relevant strategies to build their vocabulary.</p> <p>At a level appropriate to Year 4: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .</p>					

	<p>At a level appropriate to Year 4: consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>At a level appropriate to Year 4: gain, maintain and monitor the interest of the listener(s).</p> <p>At a level appropriate to Year 4: speak audibly and fluently with an increasing command of Standard English.</p> <p>At a level appropriate to Year 4: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>At a level appropriate to Year 4: participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>At a level appropriate to Year 4: select and use appropriate registers for effective communication.</p> <p>At a level appropriate to Year 4: participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>At a level appropriate to Year 4: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .</p>					
<p>Key spelling/transcription skills</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Spell further homophones.</p>					
<p>SMSC, British Values, Global Learning links</p>	<p>Democracy</p>	<p>Sustainability Equality</p> <p>Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world. Understand, accept, respect and celebrate diversity.</p>	<p>Investigate moral and ethical issues; offer reasoned views.</p>	<p>The rule of law.</p> <p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p>Democracy The rule of law.</p> <p>appreciate the role of Britain's parliamentary system</p>	<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>

Literacy Shed links