

YEAR 4 ENGLISH LONG TERM PLAN 2021-22

	AUTUMN 1 Week 1 – 2 days 7 full weeks 3x units plus poetry	AUTUMN 2 Week 1 – 4 days 6 full weeks Week 8 – 3 days 3x units plus Writing Week	SPRING 1 Week 1 – 2 days 5 full weeks 2x units plus poetry	SPRING 2 6 full weeks 3x units	SUMMER 1 Week 1 – 4 days Week 2 – full week Week 3 – 3 days Weeks 4-6 full weeks 3x units	SUMMER 2 6 full weeks Week 7 – 2 days 2x units plus poetry and transition
AUTHOR FOCUS	David Walliams (Demon Dentist)		Secret garden		Charlotte’s web	
TEXT FOCUS	How to Train Your Dragon x6 weeks	6 x weeks Demon Dentist	Empires End- A Roman story x 6 weeks	Escape from Pompeii x6 weeks	Tuesday x 6 weeks	Swimming with sharks x 4weeks
PERSUADE (at least one per term)	Persuasive Letter x2 weeks	Speech- banning sugary drinks x2 weeks			Balanced argument x2 weeks	
ENTERTAIN	Diary entry x2 weeks	Narrative story x2 weeks	News report x2 weeks	Setting description x2 weeks	Biography of the detective x2 weeks	Adventure story in first person linked to sharks x2 weeks
INFORM/ EXPLAIN (at least one per term)	Instructions x2 weeks	Leaflet (teeth) x2 weeks	Instructions x 2weeks	Diary entry (Tranio from Pompeii) x2 weeks Information text (Volcanoes and earthquakes) x2 weeks	Eyewitness account as a character x2 weeks	Encyclopaedia entry (sharks) x 2 weeks
POETRY (x1 week)	Haiku x1 week		Poetry in the style of Dr Seuss x1 week			Poetry- prayer poetry
PUBLISHED PIECE (x6)	Persuasive Letter (To local MP to persuade them to allow a new playground) Links with Field work in the local area	Leaflet (Visiting St Helens) Links to St Helens in the past	News Report – A Roman Invasion	Setting description (aftermath of an earthquake taken from Geography)	Biography of inspirational person	Encyclopaedia entry – linked to Science unit
ASSESSED PIECE (x3)		Narrative story		Diary Entry		Adventure story
RANGE	<ul style="list-style-type: none"> R1 Increasing their familiarity with a wide range of books, including fairy stories, myths and legends R2 Identifying recurring themes and elements in different stories and poetry (e.g. good triumphing over evil, magical devices) R3 Learning poetry by heart and recognising different forms of poetry R4 Preparing poems and play scripts to read aloud, using appropriate intonation and controlling tone and volume so that the meaning is clear 					

<p style="text-align: center;">READING COMPREHENSION</p>	<p>R5 Ensure pupils have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum</p> <ul style="list-style-type: none"> • RC1 Identifying themes and conventions in a wide range of books • RC2 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • RC3 Predicting what might happen from details stated and implied • RC4 Identifying main ideas drawn from more than one paragraph and summarising them • RC5 Identifying how language, structure and presentation contribute to meaning <p>KS2 Content Domains</p> <ul style="list-style-type: none"> • 2a Give / explain the meaning of words in context • 2b Retrieve and record information / identify key details from fiction and non-fiction • 2c Summarise main ideas from more than one paragraph • 2d Make inferences from the text / explain and justify inferences with evidence from the text • 2e Predict what might happen from details stated and implied • 2f Identify / explain how information / narrative content is related and contributes to meaning as a whole • 2g Identify / explain how meaning is enhanced through choice of words and phrases <p>2h Make comparisons within the text</p>
<p style="text-align: center;">PUNCTUATION AND GRAMMAR</p>	<p>Sentence</p> <ul style="list-style-type: none"> • S1 Recognise and use main and subordinate clauses accurately • S2 Use fronted adverbials for when (<i>Later that day...</i>) where (<i>Behind the hedge...</i>) and how (<i>Quietly...</i>) • S3 Apply the rules of Standard English accurately and consistently - consistency of tense and subject, agreement between nouns/pronouns and verbs, avoidance of slang, avoidance of double negatives • S4 Make appropriate choices of pronoun or noun within a sentence to avoid ambiguity and repetition • S5 Expand noun phrases using adjectives and prepositional phrases (<i>the strict maths teacher with curly hair</i>) <p>Word</p> <ul style="list-style-type: none"> • W1 Use verb tenses accurately and consistently - past, present, future, progressive and present perfect • W2 Use personal and possessive pronouns accurately and consistently • W3 Use collective nouns (<i>eg. squad of players, flock of sheep</i>) and abstract nouns (<i>happiness, fear, fun, trouble</i>) • W4 Use powerful verbs (<i>clutch, swoop, shriek</i>) to enhance description. • W5 Use more adventurous adjectives and adverbs to add detail (<i>gnarled fingers, glistening brightly</i>) • W6 Use previously taught conjunctions accurately and consistently • W7 Understand and use the conjunctions since, during, until, unless, also, thanks to this, as a result, to express time and cause <p>Punctuation</p> <ul style="list-style-type: none"> • P1 Use a comma after fronted adverbials • P2 Use apostrophes for possession for both singular and plural nouns (<i>the girl's shoes, the boys' game</i>) and know the grammatical difference between plural and possessive -s • P3 Punctuate and organise (new speaker, new paragraph) direct speech correctly <p>Text</p> <ul style="list-style-type: none"> • T1 Use paragraphing to reflect themes <p>T2 Use the first and third person consistently</p>
<p style="text-align: center;">WRITING COMPOSITION</p>	<p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> • WC1 Composing and rehearsing sentences orally (including dialogue), building a rich vocabulary and range of sentence structures • WC2 In narrative texts, creating settings, characters and plot • WC3 In non-fiction, using organisational devices (eg. headings and sub-headings) • WC4 Using the perfect form of verbs to mark relationships of time and cause <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> • WC5 Assessing the effectiveness of their own and others' writing, and suggesting improvements • WC6 Proposing changes to grammar and vocabulary to improve consistency (eg. the accurate use of pronouns in sentences) <p>WC7 Proof-reading for spelling and punctuation errors</p>
<p style="text-align: center;">SPELLING</p>	<ul style="list-style-type: none"> • SP1 Words with endings sounding like /ʒə/ or /tʃə/ • SP2 Endings which sound like /ʒən/ • SP3 The suffix -ous • SP4 Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian • SP5 Words with the /k/ sound spelt ch (Greek in origin) • SP6 Words with the /ʃ/ sound spelt ch (mostly French in origin)

	<ul style="list-style-type: none"> • SP7 Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) • SP8 Words with the /s/ sound spelt sc (Latin in origin) • SP9 Words with the /ei/ sound spelt ei, eigh, or ey • SP10 Homophones or near-homophones <p>SP11 Revision of objectives and words contained within word list</p>
HANDWRITING	<ul style="list-style-type: none"> • H1 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>H2 Increase the legibility, consistency and quality of their handwriting (eg. 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>
SPOKEN LANGUAGE	<p>SL 1 – INSTRUCTIONS SL2 – DISCUSSION SL3 – EXPLANATION SL4 – REASONING SL5 – NEGOTIATION SL6 - PERSUASION SL7 – NARRATIVE (LINKED TO READING OBJECTIVES BELOW)</p> <ul style="list-style-type: none"> • SL7A Listening to and discussing a wide range of texts (and listening to what others say) • SL7B Performing and reading poems and play scripts aloud, showing understanding through intonation, tone, volume and action • SL7C Discussing their understanding of texts and explaining the meaning of words in context • SL7D Asking questions to improve their understanding of a text • SL7E Discussing writing similar to that which they are planning to understand and learn from its structure, vocabulary and grammar <p>SL7F Discussing and recording ideas for writing</p>

Writing Purposes

PERSUADE	Formal letters	Advertisements	Leaflets/ flyer/ pamphlet	Speeches	Balanced arguments	Radio advert	Book blurb	Discussion	Debate
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INFORM/ EXPLAIN	Explanations	Instructions	News Reports	Non-Chronological Reports
	Encyclopaedia entry	List of rules	Interview	Leaflet
	Technical manual	Recipe	Review / sports review	Information (eg history link)
	Science investigation	Directions / route planner	Recount (report)	Biography
		Technical instructions	Article/ Magazine article	
			Eyewitness report	

ENTERTAIN	Narrative	Recount	Poetry	Descriptive Writing
	Traditional Tale	Letter	Free Verse (inc. Conversation, Monologue, List Poems)	
	Fantasy Adventure	Postcard	Visual Poems (Calligrams, Shape, Concrete)	
	Story with patterned language	Personal diary entry	Structured Poems (cinquain, quatrain, couplets, rap, limerick, kennings, haiku, tanka, renga, ballads, question and answer poems)	
	Stories with familiar settings	Retell event		
	Myths	Biography		
	Legends	Autobiography		
	Fables			
	Stories from other cultures			
	Adventure			
	Mystery			
	Issue / dilemma			
	<ul style="list-style-type: none"> • Wanted poster • Diary entry of character • Eyewitness account as character 			
	Imaginary world / Sci-fi			
	Flashback/ Flashforwards			
	Write the poem as a story			
Alternative story ending				