

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
Texts Add book titles to promote Cultural Capital	<ul style="list-style-type: none"> Setting descriptions Character descriptions Dialogue Mythical Fiction 	<ul style="list-style-type: none"> Instructions - Recipes Newspapers Non-Chronological Report 	<ul style="list-style-type: none"> Stories from other cultures Poetry – from other cultures 	<ul style="list-style-type: none"> Adverts Brochure Speech 	<ul style="list-style-type: none"> Short stories Mystery Fiction Poetry 	<ul style="list-style-type: none"> Explanation Diary Recount Instruction - manual Report/Blog
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. (Note that there are also some maths and scientific based spoken language targets). 					
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. 					

	<ul style="list-style-type: none"> • 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. • 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. 	<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. • Write poetry with figurative language features – onomatopoeia 	<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 of technical vocabulary. 	<ul style="list-style-type: none"> • Embedding earlier objectives 	<ul style="list-style-type: none"> • Embedding earlier objectives
Sentence Work	<ul style="list-style-type: none"> • Use expanded noun phrases with linked prepositional phrases. • Use capital letters, full stops, question 	<ul style="list-style-type: none"> • Use subordinating conjunctions accurately – expanding on the Y3 list. • Use commas to 	<ul style="list-style-type: none"> • Use fronted adverbial (to aid cohesion across paragraphs). • Use a comma after the fronted 	<ul style="list-style-type: none"> • Embedding earlier objectives 	<ul style="list-style-type: none"> • Accurate speech punctuation including comma for reported clause. • Understand that writing can be third 	<ul style="list-style-type: none"> • Embedding earlier objectives

	<p>marks, commas for lists and apostrophes for contraction mostly correctly.</p> <ul style="list-style-type: none"> To use past and present tense accurately and consistently. 	<p>mark clauses including subordinate clauses.</p> <ul style="list-style-type: none"> Punctuating quotes (newspapers) 	<p>adverbial.</p>		<p>or first person.</p>	
Word Work	<ul style="list-style-type: none"> Use adverbs to modify verbs. Use subordinating conjunctions accurately – expanding on the Y3 list (if, when because, while, as, until, whenever, once, before, after, since) Use standard forms of English e.g. was/were 	<ul style="list-style-type: none"> Understand the difference between plural and possessive. Imperative verbs 	<ul style="list-style-type: none"> Accurate use of pronoun (consistent voice and to avoid repetition). Use of effective synonyms to avoid repetition. 	<ul style="list-style-type: none"> Use apostrophe for possession accurately. Rhetorical questions. 	<ul style="list-style-type: none"> Use an apostrophe for plural possession. 	<ul style="list-style-type: none"> Embedding earlier objectives
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 <p>Target Tracker:</p> <ul style="list-style-type: none"> 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 	<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.

	the teacher that include words and punctuation so far.					
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"> Adverbial 	<ul style="list-style-type: none"> Determiner Pronoun Possessive Pronoun 				