

Year 4 English Long Term Plan

	Autumn 1		Autumn 2	
Curriculum Areas	Victorians, Transport, Sound		Electricity, Lighting, Catalonia	
CLPE Texts	The Mousehole Cat Antonia Barber. Nicola Bayley	The Storm Kevin Crossley Holland	Stars with Flaming Tails Valerie Bloom	
Writing Outcomes	Overall learning aims of this teaching sequence: <ul style="list-style-type: none"> ▪ To talk confidently about picture books and their own response ▪ To explore ways in which pictures and illustrations can convey atmosphere and meaning ▪ To read with increasing independence ▪ To explore the story through drama, dance and music ▪ To draw the narrative shape of the story ▪ To write their own stories from more than one viewpoint 	<ul style="list-style-type: none"> ▪ Shared poetry ▪ Short newspaper report ▪ Writing to a character ▪ Writing in role - a note and an account of an event 	Performance of the poet's poetry Identifying poetic language and devices <ul style="list-style-type: none"> • Text marking and annotation • Evaluation of performances • Poetry Journal with ideas and inspirations for writing • Own written poems • Performances of children's own original poetry <ul style="list-style-type: none"> • Assonance • Alliteration • Rhythm • Rhyme • Simile • Personification • Enjambment • Opposition • Echo Verse • Elfje • Cinquain • Riddles • Rondel • Limericks • Reverse verse 	

Year 4 English Long Term Plan

Grammar Focus	<ul style="list-style-type: none">• Revision of objectives Year 1 - 3:• See below for all objectives – after assessment identify key objectives for revision.• Noun Phrases and expanded noun phrases.	<ul style="list-style-type: none">• using commas after fronted adverbials• indicating possession by using the possessive apostrophe with plural nouns• using and punctuating direct speech• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	<ul style="list-style-type: none">• The grammatical difference between plural and possessive –s• 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]• using commas after fronted adverbials
----------------------	--	--	--

Year 4 English Long Term Plan

	Spring 1 5 weeks	Spring 2 6 weeks
Curriculum Areas	Vikings States of Matter	Animals including Humans Energy and the Environment
CLPE Texts	Libba: The Magnificent Musical Life of Elizabeth Cotton by Laura Veirs, illustrated by Tatyana Fazlalizadeh	Rhythm of the Rain by Grahame Baker-Smith
Writing Outcomes	Writing Outcomes <ul style="list-style-type: none"> • Personal Writing • Poetry • Information Writing • Writing in Role: Diary or Letter • Advertisement • Poetry or Lyrics • Persuasive Speech • Writing in Role: Letter • Liner Notes or Newspaper Article • Biography 	Visual Organisers <ul style="list-style-type: none"> • Personal Narrative • Poetry • Writing in Role • Referential Writing • Persuasive Speech • Poetry • Biography • Explanatory (Informal) • Explanatory (Formal) • Narrative
Grammar Focus	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Year 4 English Long Term Plan

	Summer 1 6 weeks		Summer 2 6 weeks	
Curriculum Areas	Ancient Egypt Living things and their Habitats		The North West Living things and their Habitats	
CLPE Texts	Mouse Bird Snake Wolf by David Almond, illustrated by Dave McKean 4 weeks	(Bird mouse Snake may continue into this term) Long teaching sequence but lots to get from it.	The Bluest of Blues by Fiona Robinson	The Wild Robot written and illustrated by Peter Brown
Writing Outcomes	<ul style="list-style-type: none"> • Writing: (Transcription / Composition) • Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. • Draft and write by composing and rehearsing sentences orally; • In narrative create characters and plot; • Draft and write arguments based on themes explored in a text. 	<ul style="list-style-type: none"> • Writing: (Transcription / Composition) • Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. • Draft and write by composing and rehearsing sentences orally; • In narrative create characters and plot; <p>Draft and write arguments based on themes explored in a text.</p>	<ul style="list-style-type: none"> • Writing:(Transcription/Composition) • Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar; • Draft and write by composing and rehearsing sentences orally; • In narrative create settings, characters • and plot; • Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. 	<ul style="list-style-type: none"> • Writing: (Transcription / Composition) • Children should 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 • discussing and recording ideas • 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

Year 4 English Long Term Plan

				<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, • characters and plot ▪ in non-narrative material, using simple organisational devices
Grammar Focus	<ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials 	<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • 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] 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Punctuation Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit

Year 4 English Long Term Plan

				down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]
--	--	--	--	--

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Year 4 English Long Term Plan

Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 4 English Long Term Plan

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <u>Later that day</u> , <i>I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial