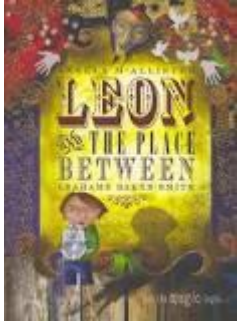
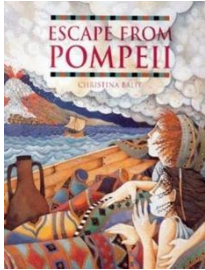
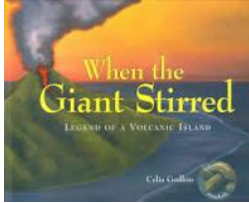
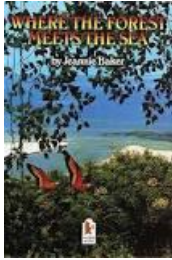
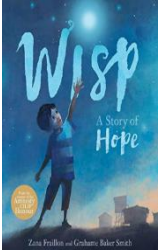
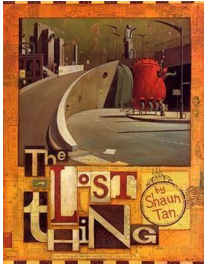
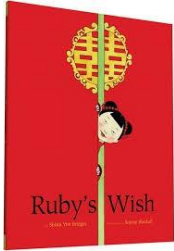
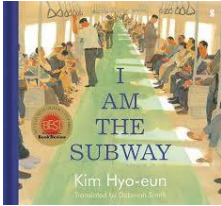
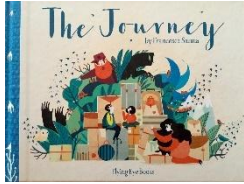
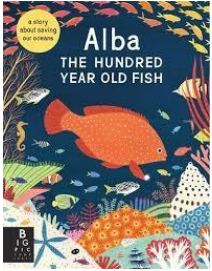
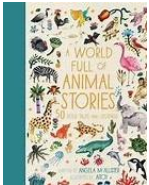
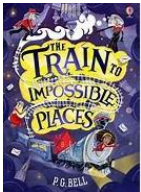
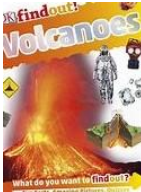
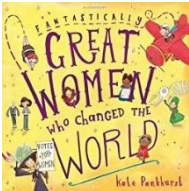
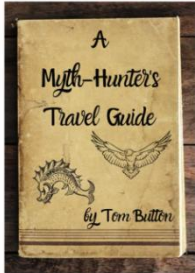




Year 4 English Long-Term Plan: Writing, Reading and Oracy

Year 4						
	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text & Writing Outcomes	<u>Gorilla by Anthony Browne</u> 	<u>Leon and the Place Between by Graham Baker-Smith</u> 	<u>Escape from Pompeii by Christina Balit</u> 	<u>When the Giant stirred by Celia Godkin</u> 	<u>Where the Forest Meets the Sea by Jeannie Baker & Rainforest in 30 seconds</u> 	<u>Wisp by Graham Baker Smith</u> 
	Final Writing Outcome – fiction: fantasy narrative Incidental Writing Opportunities: Setting description, information text, dialogue, diary, recount Revisit outcome: persuasive advert/flyer to see gorilla exhibit in the zoo	Final Writing Outcome – fiction: Recount: diary Incidental Writing Opportunities: Diary, setting description, character description, recount, note	Final Writing Outcome – fiction: historical, linear narrative Incidental Writing Opportunities: Diary, setting description, dialogue, recount, letter (formal) Revisit outcome:	Final Writing Outcome – fiction: adventure narrative Incidental Writing Opportunities: Setting description, diary, recount with dialogue, letter (formal) Revisit outcome: Letter (persuasion) (Y3, Sp2 revisit)	Final Writing Outcome – non-fiction: Information text Incidental Writing Opportunities: Setting description, character description, information note (formal), instructions	Final Writing Outcome – fiction: Narrative – journey of the Wisp Incidental Writing Opportunities: Diary, setting description, recount Revisit outcome: series of diaries to form recount (character and plot driven) (Y4, A2 revisit)

	(Y3, Su2 revisit)	Revisit outcome: section of narrative which includes dialogue between characters (Y3, Y4 A1 revisit)	DK Volcanoes Information text with explanation (Y4, A1 revisit)		Revisit outcome: There's a Rang Tang in my Bedroom by James Sellick Outcome – Information board to persuade (add to rainforest board) (Y4, A1 revisit)	
<u>Celebration of Diversity and Inclusion</u> <u>Text and Writing Outcomes</u>	<i>What does it mean to feel accepted and a sense of belonging?</i> <u>The Lost Thing</u> by Shaun Tan  Final Writing Outcome – fiction: Dialogue with a focus on characters supporting one another (Y3 revisit)	<i>Is having the aspirations enough to be able to achieve?</i> <u>Ruby's Wish</u> by Shirim Yim Bridges  Final Writing Outcome – fiction: Series of diaries in the character of Ruby (recount that is character driven) (Y4, A2 revisit)	<i>How can we connect with our community?</i> <u>I am the subway</u> by Kim Hyo-eun  Final Writing Outcome – fiction: Recount, diary (character driven linked to setting description) (Y4, A2 revisit)	<i>Is problem-solving always easy?</i> <u>Flood</u> by Alvaro F Villa  Final Writing Outcome - non-fiction: Recount in the form of a newspaper report (Y4, A2 revisit)	<i>How can hope help in times of challenge?</i> <u>The Journey</u> by Francesca Simon  Final Writing Outcome – fiction: ending of the narrative (character driven) (Y4, Sp2 revisit)	<i>Why is the way we see the world important?</i> <u>Alba the Hundred Year Old Fish</u> by Lara Hawthorne  Final Writing Outcome - non-fiction: Persuasive speech (Y3, Su2 & Y4 Su1 revisit)

<u>Reading</u> <u>Focus: Texts</u> <u>and Skills</u>	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister  Mastery Skills: • Ask questions to improve understanding • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Ask questions to improve understanding • Draw	The Train to Impossible Places by PG Bell  Mastery Skills: • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Discuss words and phrases that capture the reader's interest and imagination • Draw inferences (inferring	DK Findout! By Maria Gill  Mastery Skills: • Use dictionaries to check the meaning of words that they have read • Identify how language, structure and presentation contribute to meaning • Identify how language, structure and presentation contribute to meaning	Ariki and the Island of Wonders by Nicola Davies  Mastery Skills: • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Discuss words	Fantastically Great Women who changed the World by Kate Pankhurst  Mastery Skills: • Identify main ideas drawn from more than one paragraph and summarise • Identify how language, structure and presentation contribute to meaning • Identify themes and conventions in a wide range of	A Myth- Hunter's travel guide The Literacy Company  Mastery Skills: • Use dictionaries to check the meaning of words that they have read • Retrieve and record information from non-fiction • Ask questions to improve understanding

	inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	characters' feelings, thoughts and motives from their actions); justify with evidence • Discuss words and phrases that capture the reader's interest and imagination • Identify main ideas drawn from more than one paragraph and summarise	• Retrieve and record information from non-fiction	and phrases that capture the reader's interest and imagination	books • Identify themes and conventions in a wide range of books	
<u>Class Author Study</u>	Anthony Browne 	Cressida Cowell 	Jacqueline Wilson 	Nicola Davies/Gill Lewis  	Oliver Jeffers 	Graham Baker Smith 

<u>Oracy Curriculum and Skill Development</u>	How do we explain the journey of a raindrop using cause and effect? Focus: Explanation & Reasoning Mastery skills: Able to justify ideas by clearly linking cause and effect, explain views using different methods such as visuals or drama, and adapt communication style and pitch to suit the audience. Oracy Strands: Cognitive, Linguistic Oracy Outcome: <i>Geographical Explanation</i> Present an explanation of the water cycle using a labelled diagram	Can we disagree respectfully and still make our voices heard? Focus: Debate & Discussion Mastery skills: Able to structure clear for-and-against arguments using evidence and real-life examples. Can listen carefully, disagree respectfully, and contribute thoughtfully by giving polite challenges and supporting ideas effectively. Oracy Strands: Linguistic, Social & Emotional Oracy Outcome: <i>For & Against Debate: Is it ever okay to end a friendship?</i> Use a for and against structure to explore healthy vs. unhealthy relationships.	How can we use our voices and bodies to bring poetry to life? Focus: Physical, Social & Emotional and expression Mastery skills: Able to use gestures, volume, pace, and facial expressions to bring poems to life and make performances engaging and clear. Can give respectful, constructive feedback to peers using oracy success criteria. Oracy Strands: Physical, Cognitive Oracy Outcome: <i>"Look Closely" – A Week of Performance Poetry</i> Prepare a class poetry slam or mini-performance showcase
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