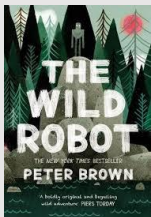
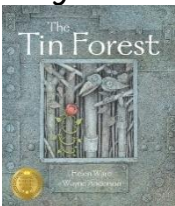
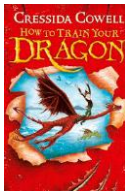




English Long-Term Plan

Year 4



Autumn Topic 1	Autumn Topic 2	Spring Topic 1	Spring Topic 2	Summer Topic 1	Summer Topic 2
The Wild Robot by Peter Brown  WE - Narrative	Stitch Head by Guy Bass  WI - instructions	Tin Forest by Helen Ward and Wayne Anderson  WE - Poetry	The Girl Who Speaks Bear – Sophie Anderson  WE - narrative	How To Train Your Dragon by Cressida Cowell  WE - Narrative	The Lost Thing by Shaun Tan  WP- Persuasion
Success Criteria Varied Openings Suspense Flashbacks Fronted Adverbials Paragraphs Character Voice	Success Criteria Formal Tone Expanded Noun Phrases Precise Verbs Paragraphs Purposeful Introduction Conclusion	Success Criteria Use Metaphors Create Imagery Stanza Structure Alliteration Onomatopoeia Vary Line Length	Success Criteria Varied Openings Suspense Flashbacks Fronted Adverbials Paragraphs Character Voice	Success Criteria Varied Openings Suspense Flashbacks Fronted Adverbials Paragraphs Character Voice	Success Criteria Title Introduction Persuasive Paragraphs Emotive Language Sentence Starters Conclusion
SPaG to be Taught Fronted adverbials (with commas) Expanded noun phrases with prepositional detail Paragraphs for narrative structure Pronouns for cohesion	SPaG to be Taught Imperative verbs Adverbials of time & manner Organisational devices (bullet points, numbered steps) Prepositional phrases for clarity	SPaG to be Taught Figurative language (simile, metaphor, personification) Expanded noun phrases for imagery Alliteration & sound patterns Sentence types for effect	SPaG to be Taught Dialogue to advance action Complex sentences (subordinate clauses) Fronted adverbials for mood Cohesion across chapters	SPaG to be Taught Varied sentence structures Powerful verbs & precise vocabulary Fronted adverbials for action Cohesive devices across longer	SPaG to be Taught Persuasive devices (rhetorical questions, emotive language) Formal conjunctions Paragraphs for argument structure Adverbials of certainty (surely, certainly, undoubtedly)
SPaG to be revisited Conjunctions (Y3) Prepositions Adverbs Speech punctuation	SPaG to be revisited Paragraphs Conjunctions Expanded noun phrases	SPaG to be revisited Adverbs Prepositions Vocabulary choice Fronted adverbials	SPaG to be revisited Speech punctuation Pronouns Expanded noun phrases	SPaG to be revisited Dialogue punctuation Pronouns Paragraph cohesion	SPaG to be revisited Word families Prefixes Expanded noun phrases Cohesion



English Long-Term Plan Year 4



	WE - Narrative -Alternate endings	WD - Balanced Argument	WI - Newspaper Report (build on Y3)	WI- Explanation	WE - Narrative
Success Criteria	Success Criteria Varied Openings Suspense Flashbacks Fronted Adverbials Paragraphs Character Voice	Success Criteria Title Introduction For Viewpoint Against Viewpoint Linking words Conclusion	Success Criteria Historical Content Passive Voice Varied Sentence Types Paragraphing Formal Tone Time Sequence	Success Criteria Clear Structure Cohesion Devices Technical Vocabulary Paragraph Structure Audience Awareness Formal register	Success Criteria Varied Openings Suspense Flashbacks Fronted Adverbials Paragraphs Character Voice
SPaG to be Taught	SPaG to be Taught Inverted Commas & Speech Punctuation Character voice through dialogue Fronted adverbials for suspense Cohesive devices (then, after that, meanwhile)	SPaG to be Taught Conjunctions for reasoning (however, therefore, although) Paragraphs organised by viewpoint Formal tone Adverbials of cause & effect (as a result, consequently)	SPaG to be Taught Formal tone Direct & reported speech Paragraphs: 5-part report structure Fronted adverbials for time/place	SPaG to be Taught Present perfect tense Technical vocabulary Cause/effect conjunctions Organisational devices (subheadings, diagrams, bullet points)	SPaG to be Taught Characterisation through action & dialogue Complex sentences with varied clause positions Fronted adverbials for atmosphere Editing for effect
SPaG to be revisited	SPaG to be revisited Tense Consistency Pronouns Paragraph Cohesion	SPaG to be revisited Pronouns Expanded noun phrases Tense consistency	SPaG to be revisited Apostrophes for possession Prepositional phrases Expanded noun phrases	SPaG to be revisited Prepositional phrases Expanded noun phrases Adverbials	SPaG to be revisited Tense consistency Pronouns Paragraph cohesion
PVPG Writing focus: narrative, instructions, poetry PVPG focus: - Complex adverbial clauses - Subordinate clauses - Dialogue → clause control		PVPG Writing focus: narrative, balanced argument, newspaper report PVPG focus: - SVOC for characterisation - Passive voice - Fronted adverbials for suspense		PVPG Writing focus: explanation, narrative PVPG focus: - Cohesion across paragraphs - Clause manipulation - Reduced relative clauses	

You must replace one of these with a recount from a visit or visitor that you have done.

 Grey boxes indicate that these pieces are the ones that should be written as a best piece for the Writing Journal. There should be 7 final pieces. Your 7th piece should be a recount of something they have done in school Which can be swapped for one of the above.



English Long-Term Plan Year 4



National Curriculum Coverage



English Long-Term Plan

Year 4



Year 3/4

Statutory requirements
Spelling (see English Appendix 1) Pupils should be taught to:
- use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Statutory requirements
Handwriting Pupils should be taught to:
- 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 - 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].

Writing – composition
Statutory requirements
Pupils should be taught to:
- 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 (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation
Statutory requirements
Pupils should be taught to:
- develop their understanding of the concepts set out in English Appendix 2 by: - 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 - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 - indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an 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, solve, solution, solver, dissolve, insoluble]
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
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, <i>Later that day, 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

Spelling
Revision from years 1 and 2
Adding suffixes beginning w, ith vowel letters to words of more than one syllable, The /t/ sound spelt y elsewhere than at the end of words, The /d/ sound spelt ou, prefixes-un, dis, mis, in, Before a root word starting with l, in- becomes il, Before a root word starting with m or p, in- becomes im-, Before a root word starting with r, in- becomes ir-, re- means 'again' or 'back', sub- means 'under', super- means 'above', anti- means 'against', auto- means 'self' or 'own', suffix-ation, suffix-ly, words with endings sounding like ure, words ending sion, suffix-ous, Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian, Words with the /k/ sound spelt ch (Greek in origin), Words with the /ʃ/ sound spelt ch (mostly French in origin), Words ending with the /g/ sound spelt -que and the /k/ sound spelt -que (French in origin, Words with the /s/ sound spelt sc (Latin in origin), Words with the /ei/ sound spelt ei, eigh, or ey, Possessive apostrophe with plural words, Homophones and near-homophones

	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (KS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (KS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

The 4 main writing purposes, and some of the 'text types' that could fall under each.