

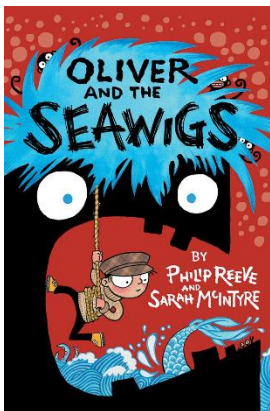

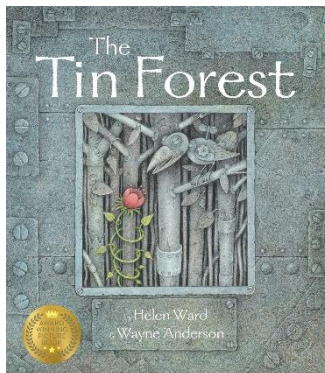

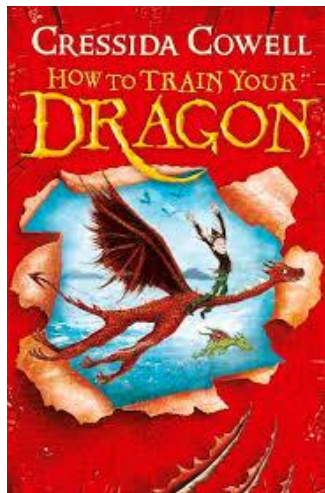
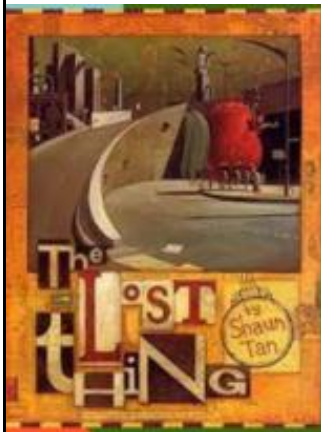


# English Long-Term Plan

Year 4

2025-2026



Autumn Topic 1	Autumn Topic 2	Spring Topic 1	Spring Topic 2	Summer Topic 1	Summer Topic 2
<p>Text:</p> <p>Oliver and the Seawigs by Philip Reeve and Sarah McIntyre</p> 	<p>Text:</p> <p>Stitch Head by Guy Bass</p> 	<p>Text:</p> <p>Tin Forest by Helen Ward and Wayne Anderson</p> 	<p>Text:</p> <p>The Lost Happy Endings by Carol Ann Duffy &amp; Jane Ray</p> 	<p>Text:</p> <p>How To Train Your Dragon by Cressida Cowell</p> 	<p>Text:</p> <p>The Lost Thing by Shaun Tan</p> 
<p>Text Types:</p> <p>WE - Narrative</p>	<p>Text Types:</p> <p>WI - instructions WE - Narrative - Alternate endings</p>	<p>Text Types:</p> <p>WE - Poetry WD - Balanced Argument</p>	<p>Text Types:</p> <p>WE - narrative WI - Newspaper Report (build on Y3)</p>	<p>Text Types:</p> <p>WE - Narrative WI - Explanation</p>	<p>Text Types:</p> <p>WP - Persuasion WE - Narrative</p>
<p>Text Features</p> <ul style="list-style-type: none"> <li>Consistent use of past tense</li> <li>Expanded noun phrases</li> <li>Paragraphs used to relate group ideas</li> <li>Subheadings</li> <li>Adverbials</li> </ul> <p>SPaG Coverage:</p> <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> </ul>	<p>Text Features</p> <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Setting description</li> <li>Speech</li> <li>Powerful vocabulary to engage the reader</li> <li>Emotions vocabulary</li> <li>Paragraphs to organise in time sequence</li> <li>Planned repetition</li> </ul>	<p>Text Features</p> <ul style="list-style-type: none"> <li>Paragraphs to organise in time sequence</li> <li>Paragraphs used to relate group ideas</li> <li>Effective vocabulary choices</li> <li>Technical language</li> <li>Rhetorical questions to engage the reader</li> <li>Subheadings</li> </ul>	<p>Text Features</p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Personification</li> <li>Adverbials</li> <li>Features of persuasive language</li> <li>Paragraphs to organise in time sequence</li> <li>Paragraphs used to group related ideas.</li> <li>Features of a newspaper reports</li> </ul>	<p>Text Features</p> <ul style="list-style-type: none"> <li>Paragraphs used to group related ideas.</li> <li>Planned repetition</li> <li>Use of colour and images</li> <li>Use of first person and past tense</li> <li>Chronological order</li> <li>Use of 2nd person</li> <li>Features of an explanation</li> </ul>	<p>Text Features</p> <ul style="list-style-type: none"> <li>Modal verbs</li> <li>factual/ speculative sentences</li> <li>Reported speech</li> <li>Multi-clause sentences</li> <li>Expanded noun phrases</li> <li>Recount recap - first person past tense, chronological order</li> </ul> <p>SPaG Coverage:</p>



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<ul style="list-style-type: none"><li>• Pronouns</li><li>• Compound words</li><li>• Adverbs to express time &amp; clause</li></ul>	<ul style="list-style-type: none"><li>• Facts and Statistics</li><li>• Oracy</li></ul> <p><b>SPaG Coverage:</b></p> <ul style="list-style-type: none"><li>• Possessive pronouns</li><li>• Fronted Adverbials</li><li>• Prepositions to express time and clause</li><li>• Plural and possessive '-s'</li><li>• Commas (recap)</li></ul>	<p><b>SPaG Coverage:</b></p> <ul style="list-style-type: none"><li>• Adjectives</li><li>• Homophones</li><li>• Commas after fronted adverbials</li><li>• Expanded Noun phrases</li><li>• Editing and evaluating</li></ul>	<ul style="list-style-type: none"><li>• Subordinating conjunctions</li><li>• Similes</li></ul> <p><b>SPaG Coverage:</b></p> <ul style="list-style-type: none"><li>• Determiners</li><li>• Word families (recap)</li><li>• Preposition phrases (recap)</li><li>• Verb tenses - present</li><li>• Inverted commas for direct speech</li></ul>	<ul style="list-style-type: none"><li>• Passive voice</li></ul> <p><b>SPaG Coverage:</b></p> <ul style="list-style-type: none"><li>• Verb inflections</li><li>• Conjunctions to express time &amp; clause</li><li>• Possessive apostrophes</li><li>• Paragraphs</li></ul>	<ul style="list-style-type: none"><li>• Verb tenses - past</li><li>• Plural Possessive apostrophes</li><li>• Multi-clause sentences (recap)</li><li>• Determiners</li><li>• Organisational devices (recap)</li></ul>
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# English Long-Term Plan

Year 4

2025-2026



## National Curriculum Coverage

### Year 3/4

Statutory requirements
<b>Spelling (see English Appendix 1)</b> Pupils should be taught to:
<ul style="list-style-type: none"><li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>spell further homophones</li><li>spell words that are often misspelt (English Appendix 1)</li><li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li><li>use the first two or three letters of a word to check its spelling in a dictionary</li><li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul>

Statutory requirements
<b>Handwriting</b> Pupils should be taught to:
<ul style="list-style-type: none"><li>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</li><li>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].</li></ul>

Writing – composition
<b>Statutory requirements</b> Pupils should be taught to:
<ul style="list-style-type: none"><li>plan their writing by:<ul style="list-style-type: none"><li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>discussing and recording ideas</li></ul></li><li>draft and write by:<ul style="list-style-type: none"><li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li><li>organising paragraphs around a theme</li><li>in narratives, creating settings, characters and plot</li><li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li></ul></li><li>evaluate and edit by:<ul style="list-style-type: none"><li>assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li></ul></li><li>proof-read for spelling and punctuation errors</li><li>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.</li></ul>

Writing – vocabulary, grammar and punctuation
<b>Statutory requirements</b> Pupils should be taught to:
<ul style="list-style-type: none"><li>develop their understanding of the concepts set out in English Appendix 2 by:<ul style="list-style-type: none"><li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>using the present perfect form of verbs in contrast to the past tense</li><li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>using conjunctions, adverbs and prepositions to express time and cause</li><li>using fronted adverbials</li><li>learning the grammar for years 3 and 4 in English Appendix 2</li></ul></li><li>indicate grammatical and other features by:<ul style="list-style-type: none"><li>using commas after fronted adverbials</li><li>indicating possession by using the possessive apostrophe with plural nouns</li><li>using and punctuating direct speech</li></ul></li><li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li></ul>

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-] Use of the <b>forms a</b> or <b>an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]
<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech
<b>Terminology for pupils</b>	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 <b>plural</b> and <b>possessive</b> -s Standard English forms for <b>verb inflections</b> 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> ) <b>Fronted adverbials</b> [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 <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
Punctuation	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
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 /i/ sound spelt y elsewhere than at the end of words, The /a/ 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 (UKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	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.