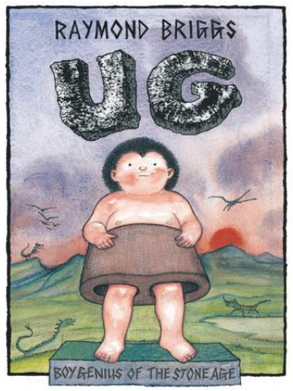
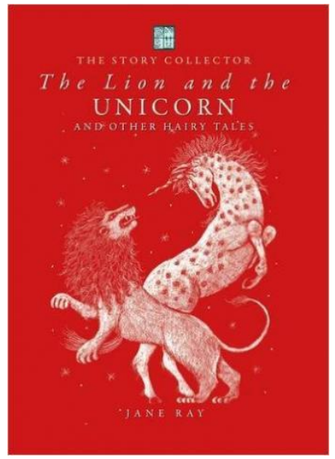
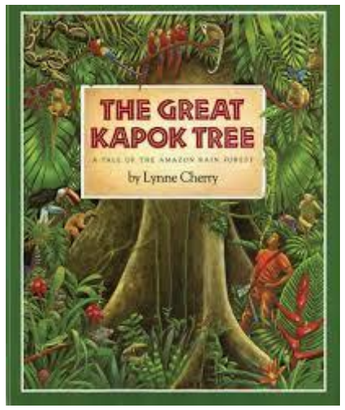
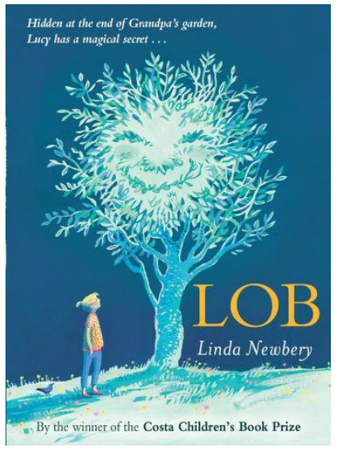
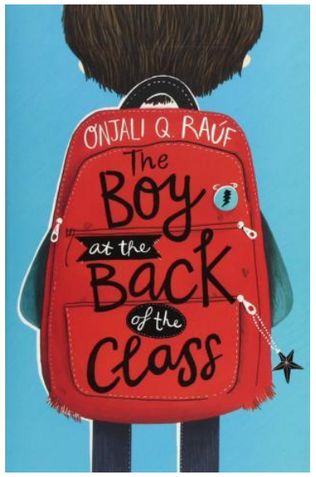
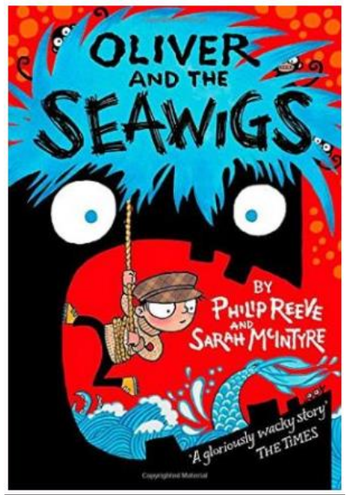
# Scartho Gateway Academy Long Term English Plan: The Power of Reading

## Milestone 2: Year 4

| Year 4 | Autumn 1 (6 weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (6 weeks) | Summer 1 (5 weeks) | Summer 2 (7 weeks) |
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| Theme | | | | | | |
| Type of text | Picture Book | Traditional Tales | Non-Fiction | Modern Classic | Contemporary Fiction | Building Reading Stamina |
| Power of Reading text: | Ug, Boy Genius of The Stone Age by Raymond Briggs   | The Story Collector, The Lion and The Unicorn and Other Hairy Tales by Jane Ray   | The Great Kapok Tree by Lynne Cherry   | Lob by Linda Newbery   | The Boy at the Back of the Class by Onjali Q.Rauf   | Oliver and the Seawigs by Philip Reeve and Sarah McIntyre   |
| Links to additional texts to support reading and story time (end of the day). | Dave's Cave, Frann Preston-Gannon<br><br>Horrible Histories- Savage Stone Age, Terry Deary<br><br>Stone Age Boy, Satoshi Kitamura (Walker)<br><br>Littlenose Collection: The Explorer, John Grant<br><br>Stone Age Tales: The Great Cave, Terry Deary | • The Story Collector, The Emperor's Nightingale and<br>• Classic Fairy Tales by Berlie Doherty<br>• Stories from India by Anna Milbourne<br>• Seasons of Splendour: Myths and Legends of India by Madhur Jaffrey a<br>• Tales of Wisdom and Wonder by Hugh Lupton<br>• Tales Told in Tents.<br>• Stories from Central Asia by Sally Pomme Clayton | The Vanishing Rainforest, Richard Platt and Rupert van Wyk (Frances Lincoln)<br><br>In the Forest, Anouck Boisrobert and Louis Rigaud (Tate Publishing)<br><br>Where's the Elephant? Barroux (Egmont)<br><br>The Promise, Nicola Davies and Laura Carlin (Walker)<br><br>Varmints, Helen Ward and Mark Craste (Templar) | - Davies<br>- Grandpa Green, Lane Smith The Extraordinary Gardener, Sam Boughton<br>- The Little Gardener, Emily Hughes<br>- The Night Gardener, Terry Fan and Eric Fan<br>- The Tiny Seed, Eric Carle<br>- A Forest, Marc Martin<br>- Tree: Seasons Come, Seasons Go, Patricia Hegarty and Britta Teckentrup | Azzi In Between, Sarah Garland<br><br>The Silence Seeker, Ben Morley and Carl Pearce<br><br>Moon Man, Tomi Ungerer<br><br>The Journey, Francesca Sanna<br><br>The Arrival, Shaun Tan<br><br>The Island, Armin Greder<br>Ali's Story - A Journey from Afghanistan, Andy Glynne, | Cakes in Space<br><br>Pugs of the Frozen North Jinks and O'Hare Funfair Repair<br><br>The Legend of Kevin: A Roly-Poly Flying Pony Adventure<br><br>Little Boat, Thomas Docherty<br><br>A Boy and a Bear in a Boat, Dave Shelton |

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| | Cave Bbay, Julia Donaldson and Emily Gravett (Macmillan)<br><br>Glog, Pippa Goodhart | • African Tales by Gcina Mhlophe and illustrated by Rachel Griffin (Barefoot Books)<br>• A Collection of Rudyard Kipling's Just So Stories<br>• The Polar Bear Son: An Inuit Tale by Lydia Dabcovich | The Wonder Garden, Kristjana S. Williams and Jenny Broom (Wide Eyed Editions)<br><br>What the Macaw Saw, Charlotte Guillain and Sam Usher (Welbeck Editions)<br><br>Itzel and the Ocelot, Rachel Katstaller (Kids Can Press)<br><br>Let's Save the Amazon: Why we must protect our planet, Catherine Barr and Jean Claude (Walker Books)<br><br>Up in the Canopy: Explore the Rainforest, Layer by Layer, by James Aldred, illustrated by Good Wives and Warriors (Big Picture Press)<br><br>What Animals Live Here? Rainforests, Mary-Jane Wilkins (Franklin Watts)<br><br>Over and Under the Rainforest, Kate Messner and Christopher Silas Neal (Chronicle Books)<br><br>Rainforest Warrior, Anita Ganeri and Margaux Carpentier (Wayland)<br><br>Amazon River (Earth's Incredible Places), Sangma Francis and Rômolo D'Hipólito (Flying Eye Books)<br><br>The Emerald Forest, Catherine Ward and Karin Littlewood (Otter-Barry Books)<br><br>Protest! How People Have Come Together To Change The World, Alice Haworth-Booth and Emily Haworth-Booth (Pavilion Children's Books)<br><br>No One is Too Small to Make a Difference, Greta Thunberg (Allen Lane, Penguin)<br><br>A Climate in Chaos, Neal Layton (Wren and Rook) | - Eddie's Garden: and How to Make<br>Greenling, Levi Pinfold<br>- The Promise, Nicola Davies and Laura Carlin<br>- Things Grow, Sarah Garland | illustrated by Salvador Maldonado<br><br>Hamid's Story - A Journey from Eritrea, Andy Glynne, illustrated by Tom Senior<br><br>Juliane's Story - A Journey from Zimbabwe, Andy Glynne, illustrated by Karl Hammond<br><br>Navid's Story - A Journey from Iran, Andy Glynne, illustrated by Jonathan Topf (<br><br>Rachel's Story - A Journey from a Country in Eurasia, Andy Glynne, illustrated by Salvador Maldonado (Wayland)<br><br>Welcome to Nowhere, Elizabeth Laird (Macmillan)<br><br>The Unforgotten Coat, Frank Cottrell Boyce (Walker)<br><br>After Tomorrow, Gillian Cross (Oxford University Press)<br><br>We Are All Born Free, Amnesty International (Frances Lincoln)<br><br>Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions, Michael Rosen and Annemarie Young (Wayland) | |

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| | | | Old Enough to Save the Planet, Loll Kirby and Adelina Lirius (Magic Cat Publishing) | | | |
| **Extended writing outcomes:**<br><br>Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term, teachers must ensure children have had the following writing opportunities:<br>- Fiction/poetry<br>- Non-fiction | **Fiction**<br>Recount/First person narrative with historical setting<br><br>**Non-Fiction**<br>Non-Chronological Report | Fiction<br>Narrative - myths and legends<br><br>**Non-Fiction**<br>Persuasive writing<br><br>**Poetry**<br>Rudyard Kipling just so stories animals | **Fiction**<br>Narrative - Dilemma<br><br>**Non-Fiction**<br>Discussion - Balanced argument | **Fiction**<br>Narrative: Character Description<br><br>**Non-Fiction**<br>Instructions | **Fiction**<br>Narrative - Contemporary<br><br>**Non-Fiction**<br>Newspaper report | **Fiction**<br>Narrative descriptions/extension of narrative focused on descriptions<br><br>**Non-Fiction**<br>Autobiography |
| **Shorter writing opportunities.** | 1. Procedural: Script<br>2. Instructions<br>3. Postcard<br>4. Information Writing<br>5. Comic Strip<br>6. Persuasive Speech<br>7. Advertisement<br>8. Persuasive Presentation | 1. Writing in Role<br>2. Note Writing<br>3. Letter writing<br>4. Creative Writing<br>5. Story Writing | 1. Explanation text<br>2. Debate<br>3. Report writing<br>4. Writing in role<br>5. Note of advice<br>6. Playscript<br>7. Extension of a narrative | 1. Free Verse Poetry<br>2. Poetry<br>3. Writing in Role<br>4. Free Writing Opportunity<br>5. Letter Writing<br>6. News Report Script<br>7. Poetry: Odes or Elegies<br>8. Persuasive and Explanatory Presentation<br>9. Persuasive Speech<br>10. Extended Narrative and Book Making | 1. Postcard<br>2. Scripted News Report<br>3. Critique<br>4. Poster<br>5. School Policy<br>6. Discussion Notes<br>7. Scripted Infomercial<br>8. Persuasive Poster<br>9. Pamphlet<br>10. Debate Cards<br>11. Cook book and Scripted Cookery Show<br>12. Personal profile | 1. Diary entry<br>2. Poetry<br>3. Writing in role<br>4. Character descriptions<br>5. Story maps |

## National Curriculum coverage - Reading

1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
3. Develop positive attitudes to reading, and an understanding of what they read, by:
    - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
    - reading books that are structured in different ways and reading for a range of purposes
    - using dictionaries to check the meaning of words that they have read
    - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
    - identifying themes and conventions in a wide range of books
4. Understand what they read, in books they can read independently, by:
    - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
    - asking questions to improve their understanding of a text
    - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
    - predicting what might happen from details stated and implied
    - identifying main ideas drawn from more than 1 paragraph and summarising these
    - identifying how language, structure, and presentation contribute to meaning
5. Retrieve and record information from non-fiction
6. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry].

## National Curriculum coverage - Writing

**Transcription**

1. Use further prefixes and suffixes and understand how to add them.
2. Spell further homophones.
3. Spell words that are often misspelt.
4. Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
5. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.
6. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Composition**

**Planning**

1. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
2. Discussing and recording idea.

**Drafting**

1. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme.
2. In narratives, creating settings, characters and plot.
3. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].

**Revise and edit**

1. Assessing the effectiveness of their own and others' writing and suggesting improvements.
2. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
3. Proofread for spelling and punctuation errors.
4. Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## National Curriculum coverage - Spelling, Grammar and Punctuation

**Word**

The grammatical difference between plural and possessive -s.
Standard English forms for verb inflections e.g. we were instead of we was and I did instead of I done.

**Sentence**

Expanded noun phrases (addition of adjectives, nouns and prepositional phrases) e.g. *the teacher* expanded to *the strict maths teachers with curly hair.*
Fronted adverbials e.g. Later that day, I heard the bad news.

**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.
Apostrophes to mark plural possession e.g. the girl' name, the girls' names.
Use of commas after fronted adverbials.

## National Curriculum coverage - Handwriting

1. 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.

2. Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## National Curriculum coverage - Speaking and listening

1. Listen and respond appropriately to adults and their peers.
2. Ask relevant questions to extend their understanding and knowledge.
3. Use relevant strategies to build their vocabulary.
4. Articulate and justify answers, arguments and opinions.
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
8. Speak audibly and fluently with an increasing command of Standard English.
9. Participate in discussions, presentations, performances, role play/improvisations and debates.
10. Gain, maintain and monitor the interest of the listener(s).
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.
12. Select and use appropriate registers for effective communication.