

English Medium Term Plan Year 4

<i>Autumn 1 N-F Reports</i>	<i>Learning Intentions</i>
<p><i>The Snow Queen - Traditional (3 weeks)</i></p> <ul style="list-style-type: none">• Book reviews• Character description• Setting Descriptions• Diary Writing in role• Speech• Write a sequel or new version <p><i>The Magic Box - Poetry (2 weeks)</i></p> <ul style="list-style-type: none">• Descriptive techniques• Reading and performing• Make your own Magic Box• Creating own poems in the style of The Magic Box <p><i>Link to History (Ancient Greece) Non-Chronological Reports (2 weeks) Cold to Hot</i></p> <ul style="list-style-type: none">• Features• Research• Note taking• Plan, write and publish a report on Ancient Greece	<p><i>I can innovate and invent a known story.</i></p> <p><i>I can plan and write a story with a familiar setting.</i></p> <p><i>I can write about a character's feelings and actions.</i></p> <p><i>I can include detail and description for interest.</i></p> <p><i>I can write a non-chronological report, including sub-headings.</i></p> <p><i>I can write a diary entry.</i></p> <p><i>I can plan, write and publish a poem.</i></p> <p><i>I can write a character or setting description.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can check and correct my spelling.</i></p> <p><i>I can use a thesaurus to find adventurous words when adding detail to my writing.</i></p> <p><i>I can check my work, including sentence structure, spelling and punctuation.</i></p> <p><i>I can use the correct style of writing for the purpose, e.g. report, letter, instructions.</i></p> <p><i>I can maintain a clear structure to my writing.</i></p> <p><i>I can accurately use capital letters, full stops and question marks.</i></p> <p><i>I can use a wider range of punctuation in my writing e.g. , ! ""</i></p> <p><i>I can use nouns (naming words) and verbs (doing words) that make sense together.</i></p> <p><i>I can make my writing more interesting.</i></p> <p><i>I can describe characters and nouns in more detail.</i></p> <p><i>I can start to describe characters' feelings and emotions.</i></p>
<p><i>Sentence Types:</i></p> <p><i>Adjective, same adjective</i></p> <p><i>All the Us</i></p> <p><i>Revise:</i></p>	<p><i>I can include some conversation in my stories.</i></p> <p><i>I can read my writing aloud with appropriate intonation and awareness of the audience.</i></p> <p><i>I can neatly join my writing.</i></p>

<p>3-ed Verb, person</p>	
<p><i>Autumn 2 N-F Diary</i></p>	<p><i>Learning Intentions</i></p>
<p><i>Coraline – Contemporary Fantasy (3 weeks)</i></p> <ul style="list-style-type: none"> • Personal Responses • Setting Descriptions • Character Descriptions • Plan, write and publish a new chapter <p><i>Non-Fiction Diary (2 weeks) Cold to Hot</i></p> <ul style="list-style-type: none"> • Features of a diary • Plan, write and publish a diary based on Coraline <p><i>Great Kapok Tree - Other Cultures (2 weeks)</i></p> <ul style="list-style-type: none"> • Personal Response • Book Review • Plan, write and publish a Non-Chronological Report about the rain forest 	<p><i>I can plan, innovate and invent a known story.</i></p> <p><i>I can write about a character's feelings and actions.</i></p> <p><i>I can use describing words in my writing to add detail and effect.</i></p> <p><i>I can write a character or setting description.</i></p> <p><i>I can use Show Not Tell.</i></p> <p><i>I can identify features of a diary entry.</i></p> <p><i>I can write a diary entry.</i></p> <p><i>I can write a book review.</i></p> <p><i>I can plan, write and publish a non-chronological report.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can spell common words with lots of syllables correctly.</i></p> <p><i>I am beginning to spell words with Stage 4 spelling patterns.</i></p> <p><i>I am beginning to spell Stage 4 key words.</i></p> <p><i>I can spell words with a possessive apostrophe on plural words and homophones.</i></p> <p><i>I can link my ideas, using connectives, e.g. 'also', 'since', 'after', 'while', 'as well as', 'however', 'despite' and 'although'.</i></p> <p><i>I can continue to use conjunctions, adverbs and prepositions to express time and cause.</i></p> <p><i>I can use the correct tense (past, present and future).</i></p> <p><i>I can improve my writing by changing vocabulary and sentence structure.</i></p> <p><i>I can use paragraphing to organise my writing in both fiction and non-fiction.</i></p> <p><i>I can continue to use a wider range of punctuation in my writing e.g. ? , ! ' " " and speech punctuation.</i></p> <p><i>I can plan by discussing writing similar to that I want to write.</i></p> <p><i>I can use adjectives and adverbs when writing descriptions.</i></p> <p><i>I can develop my description of characters, settings, feelings and emotions.</i></p>
<p><i>Sentence Types:</i></p> <p><i>Adjective, same adjective</i></p> <p><i>All the Ws</i></p> <p><i>Feelings and Dialogue</i></p> <p><i>Revision:</i></p>	

3-ed

Verb, person

I can write in different genres.

In non-fiction writing, I can use a range of organisational devices.

I can begin to include my opinions, interest or humour, where appropriate.

I can make my writing flow, so that the reader wants to read on.

I can develop a sense of pace.

I can assess the effectiveness of my own and others' writing, suggesting improvements.

I can use diagonal and horizontal strokes to join my writing in a consistent style.

I can begin to edit and publish my work, including use of ICT.

<i>Spring 1 N-F Instructions</i>	<i>Learning Intentions</i>
<p><i>The Labours of Heracles – Myths and Legends (2 weeks)</i></p> <ul style="list-style-type: none"> • <i>Character Study / Diary</i> • <i>Newspaper Reports</i> • <i>News Reporting</i> • <i>Create their own hero / heroine and problem to solve</i> <p><i>Non-Fiction Instructions (1 week)</i></p> <ul style="list-style-type: none"> • <i>Link to Rome topic / Visual stimulus</i> <p><i>Escape from Pompeii – Historical (3 weeks)</i></p> <ul style="list-style-type: none"> • <i>Letter writing</i> • <i>Diary writing</i> • <i>Predictions</i> • <i>Character/Description</i> • <i>Newspaper Reports</i> • <i>Story Writing/Structure/Paragraphing</i> <p><i>History Rome / Trip Link – Recounts (2 weeks)</i></p> <p><i>Cold to Hot</i></p>	<p><i>I can plan, innovate and invent a known story.</i></p> <p><i>I can write about a character's feelings and actions.</i></p> <p><i>I can write a diary entry.</i></p> <p><i>I can write a news report.</i></p> <p><i>I can identify features of instructions.</i></p> <p><i>I can plan and write instructions, including the features.</i></p> <p><i>I can write a setting description.</i></p> <p><i>I can write a character profile.</i></p> <p><i>I can use Show Not Tell.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can spell common words with lots of syllables correctly.</i></p> <p><i>I am beginning to spell words with Stage 4 spelling patterns.</i></p> <p><i>I am beginning to spell Stage 4 key words.</i></p> <p><i>I can spell words with a possessive apostrophe on plural words and homophones.</i></p> <p><i>I can link my ideas, using connectives, e.g. 'also', 'since', 'after', 'while', 'as well as', 'however', 'despite' and 'although'.</i></p> <p><i>I can continue to use conjunctions, adverbs and prepositions to express time and cause.</i></p> <p><i>I can use the correct tense (past, present and future).</i></p> <p><i>I can improve my writing by changing vocabulary and sentence structure.</i></p> <p><i>I can use paragraphing to organise my writing in both fiction and non-fiction.</i></p> <p><i>I can continue to use a wider range of punctuation in my writing e.g.. ? , ! ' " " and speech punctuation.</i></p>
<p><i>Sentence Types:</i></p> <p><i>Noun, which, who, where</i></p> <p><i>2 pairs</i></p> <p><i>Feelings and Dialogue</i></p> <p><i>Revision:</i></p> <p><i>Emotion word, (comma)</i></p>	<p><i>I can plan by discussing writing similar to that I want to write.</i></p> <p><i>I can use adjectives and adverbs when writing descriptions.</i></p> <p><i>I can develop my description of characters, settings, feelings and emotions.</i></p> <p><i>I can write in different genres.</i></p> <p><i>In non-fiction writing, I can use a range of organisational devices.</i></p> <p><i>I can begin to include my opinions, interest or humour, where appropriate.</i></p> <p><i>I can make my writing flow, so that the reader wants to read on.</i></p> <p><i>I can develop a sense of pace.</i></p> <p><i>I can assess the effectiveness of my own and others' writing, suggesting improvements.</i></p>

List sentences

I can use diagonal and horizontal strokes to join my writing in a consistent style.

I can begin to edit and publish my work, including use of ICT.

<i>Spring 2</i>	<i>Learning Intentions</i>
<p><i>Gregory Cool – Well Loved Narratives (2 weeks)</i></p> <ul style="list-style-type: none"> • <i>Character description</i> • <i>Setting description</i> • <i>Write a letter home</i> • <i>Plan, write and publish a sequel</i> <p><i>The Sound Collector– Poetry (1 week)</i></p> <ul style="list-style-type: none"> • <i>Reciting poetry</i> • <i>Writing own versions</i> • <i>Class anthology</i> <p><i>Mufaro's Beautiful Daughters – Stories From Other Cultures (2 weeks)</i></p> <ul style="list-style-type: none"> • <i>Plan, write and publish a diary entry in role of Nyasha or Nyoka (Boy / Old woman)</i> • <i>Plan, write and publish an alternative version of the story / ending</i> 	<p><i>I can plan, innovate and invent a known story.</i></p> <p><i>I can write about a character's feelings and actions. I can use Show Not Tell.</i></p> <p><i>I can write a sequel.</i></p> <p><i>I can learn and perform a range of poems.</i></p> <p><i>I can plan, write and publish a poem.</i></p> <p><i>I can use describing words in my writing to add detail and effect.</i></p> <p><i>I can include description of characters and setting, for detail and effect.</i></p> <p><i>I can write an alternative ending.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can spell common words with lots of syllables correctly.</i></p> <p><i>I can spell words with Stage 4 spelling patterns.</i></p> <p><i>I can spell Stage 4 key words.</i></p> <p><i>I can spell words with a possessive apostrophe on plural words and homophones.</i></p> <p><i>I can link my ideas, using connectives, e.g. 'also', 'since', 'after', 'while', 'as well as', 'however', 'despite' and 'although'.</i></p> <p><i>I can continue to use conjunctions, adverbs and prepositions to express time and cause.</i></p> <p><i>I can use the correct tense (past, present and future).</i></p> <p><i>I can improve my writing by changing vocabulary and sentence structure.</i></p> <p><i>I can use paragraphing to organise my writing in both fiction and non-fiction.</i></p> <p><i>I can continue to use a wider range of punctuation in my writing e.g. ? , ! ' " " and speech punctuation.</i></p>
<p><i>Sentence Types:</i></p> <p><i>Noun, which, who, where</i></p> <p><i>2 pairs</i></p> <p><i>Feelings and Dialogue</i></p> <p><i>Revision:</i></p> <p><i>Emotion word, (comma)</i></p> <p><i>List sentences</i></p>	<p><i>I can plan by discussing writing similar to that I want to write.</i></p> <p><i>I can use adjectives and adverbs when writing descriptions.</i></p> <p><i>I can develop my description of characters, settings, feelings and emotions.</i></p> <p><i>I can write in different genres.</i></p> <p><i>In non-fiction writing, I can use a range of organisational devices.</i></p> <p><i>I can begin to include my opinions, interest or humour, where appropriate.</i></p> <p><i>I can make my writing flow, so that the reader wants to read on.</i></p> <p><i>I can develop a sense of pace.</i></p> <p><i>I can assess the effectiveness of my own and others' writing, suggesting improvements.</i></p> <p><i>I can use diagonal and horizontal strokes to join my writing in a consistent style.</i></p>

	<i>I can begin to edit and publish my work, including use of ICT.</i>
Summer 1 N-F Discursive Texts	Learning Intentions
<p><i>Julius Caesar (3 weeks)</i></p> <ul style="list-style-type: none"> • Language . • Character study. • Understanding of story. • Plan, write and publish a sequel or additional chapter. • Rewrite an extract as a play script and perform. <p><i>Non-Fiction Discursive Texts – Link to Shakespeare or Julius Caesar (3 weeks) Cold to Hot</i></p> <ul style="list-style-type: none"> • Features of a balanced argument • Clear Title (can be a question?) • Opening paragraph states the issue being discussed • 3 reasons FOR and 3 reasons AGAINST organised in paragraphs • Conclusion to summarise and add personal viewpoint • Plan, write and publish a balanced argument 	<p><i>I can plan, innovate and invent a known story.</i></p> <p><i>I can write a story with a historical setting.</i></p> <p><i>I can write a character profile or biography.</i></p> <p><i>I can plan and write a sequel or additional chapter for a known story.</i></p> <p><i>I can identify features of a discursive text.</i></p> <p><i>I can plan and write a discursive text.</i></p> <p><i>I can include additional information to interest the reader.</i></p> <p><i>I can edit, improve and publish my writing.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can spell common words with lots of syllables correctly.</i></p> <p><i>I can spell words with Stage 4 spelling patterns.</i></p> <p><i>I can spell Stage 4 key words.</i></p> <p><i>I can spell words with a possessive apostrophe on plural words and homophones.</i></p> <p><i>I can link my ideas, using connectives, e.g. 'also', 'since', 'after', 'while', 'as well as', 'however', 'despite' and 'although'.</i></p> <p><i>I can continue to use conjunctions, adverbs and prepositions to express time and cause.</i></p> <p><i>I can use the correct tense (past, present and future).</i></p> <p><i>I can improve my writing by changing vocabulary and sentence structure.</i></p> <p><i>I can use paragraphing to organise my writing in both fiction and non-fiction.</i></p> <p><i>I can continue to use a wider range of punctuation in my writing e.g. ? , ! " " and speech punctuation.</i></p> <p><i>I can plan by discussing writing similar to that I want to write.</i></p> <p><i>I can use adjectives and adverbs when writing descriptions.</i></p> <p><i>I can develop my description of characters, settings, feelings and emotions.</i></p> <p><i>I can write in different genres.</i></p>
<p>Sentence Types:</p> <p><i>P.C. paired conjunction (neither money ...)</i></p>	<p><i>In non-fiction writing, I can use a range of organisational devices.</i></p> <p><i>I can begin to include my opinions, interest or humour, where appropriate.</i></p>

Many Questions

Revision:

Double -ly ending

Short Sentences

I can make my writing flow, so that the reader wants to read on.

I can develop a sense of pace.

I can assess the effectiveness of my own and others' writing, suggesting improvements.

I can use diagonal and horizontal strokes to join my writing in a consistent style.

I can begin to edit and publish my work, including use of ICT.

<i>Summer 2 N-F Biography</i>	<i>Learning Intentions</i>
<p><i>Butterfly Lion – Stories That Raise Issues (3 weeks) NF-Biography of Michael Morpurgo</i></p> <ul style="list-style-type: none"> • Personal response • Research / Other books by the author • Features of a biography • Plan, write and publish a biography <p><i>Poetry (2 weeks) Limericks / Nonsense Rhymes (Michael Rosen)</i></p> <ul style="list-style-type: none"> • Learn and perform a range of limericks / nonsense rhymes • Plan, write and publish a range of limericks / nonsense rhymes <p><i>Biography – Children's own choice of well-known personality, e.g. Sports Person (2 weeks) Cold to Hot</i></p> <ul style="list-style-type: none"> • Features of a Biography • Research • Note taking • Categorising • Plan, write and publish a biography • Write a letter to their personality 	<p><i>I can respond to the work of an author.</i></p> <p><i>I can identify features of a biography.</i></p> <p><i>I can plan, write and publish a biography.</i></p> <p><i>I can learn and perform a range of poems.</i></p> <p><i>I can plan and write a range of poems.</i></p> <p><i>I can include description of characters and setting, for detail and effect.</i></p> <p><i>I can plan and write a formal letter.</i></p> <p><i>I can plan and write poems.</i></p> <p><i>I can use drama, role-play and ICT to retell a story.</i></p> <p><i>I can spell common words with lots of syllables correctly.</i></p> <p><i>I can spell words with Stage 4 spelling patterns.</i></p> <p><i>I can spell Stage 4 key words.</i></p> <p><i>I can spell words with a possessive apostrophe on plural words and homophones.</i></p> <p><i>I can link my ideas, using connectives, e.g. 'also', 'since', 'after', 'while', 'as well as', 'however', 'despite' and 'although'.</i></p> <p><i>I can continue to use conjunctions, adverbs and prepositions to express time and cause.</i></p> <p><i>I can use the correct tense (past, present and future).</i></p> <p><i>I can improve my writing by changing vocabulary and sentence structure.</i></p> <p><i>I can use paragraphing to organise my writing in both fiction and non-fiction.</i></p> <p><i>I can continue to use a wider range of punctuation in my writing e.g. ? , ! " " and speech punctuation.</i></p> <p><i>I can plan by discussing writing similar to that I want to write.</i></p> <p><i>I can use adjectives and adverbs when writing descriptions.</i></p>
<p><i>Sentence Types:</i></p> <p><i>P.C. paired conjunction (neither money ...)</i></p> <p><i>Many Questions</i></p> <p><i>Revision:</i></p> <p><i>Double -ly ending</i></p>	<p><i>I can develop my description of characters, settings, feelings and emotions.</i></p> <p><i>I can write in different genres.</i></p> <p><i>In non-fiction writing, I can use a range of organisational devices.</i></p> <p><i>I can begin to include my opinions, interest or humour, where appropriate.</i></p> <p><i>I can make my writing flow, so that the reader wants to read on.</i></p> <p><i>I can develop a sense of pace.</i></p> <p><i>I can assess the effectiveness of my own and others' writing, suggesting improvements.</i></p>

Short Sentences

I can use diagonal and horizontal strokes to join my writing in a consistent style.

I can begin to edit and publish my work, including use of ICT.

Recount (2 weeks) To coincide with Creative Curriculum or School Visit. Written by A. Neale-Crane July 2020 (Review Date: July 2022)