

Year 4 English Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	Stories with Historical Setting Newspapers	Stories in Imaginary Worlds Magazines	Stories from Other Cultures Explanation	Information - Advertisements Poetry - Creating Images	Issues & Dilemmas Plays	Formal Persuasive Texts Poetry - Exploring Form
Class Text	Journey to the River Sea - Eva Ibbotson The Butterfly Lion - Michael Morpurgo Street Child - Berlie Doherty	The Lion, the Witch and the Wardrobe - C.S.Lewis The Butterfly Lion - Michael Morpurgo Street Child - Berlie Doherty	Number 1 car spotter - Atinuke Cloud Tea Monkeys - Mal Peet Grogory Cool - Caroline Binch Grandpa Chatterji - Jamila Gavin	Love That Dog - Sharon Creech The Inventions of Hugo cabret - Brian Selznick	Bills New Frock - Anne Fine Mr Stink - David Walliams The Angel of Nitshill Road	
Suggested Satellite Texts / www sites	First News www.bbc.co.uk/newsground	www.nationalgeographic-kids.co.uk www.magazine.co.uk/kids-magazines Julius Zebra - Gary Northfield	Link explanation to other areas of the curriculum Until I met Dudley - Roger McGough www.howstuffworks.com www.totallyabsurd.com	Examples of information from everyday life The Works - Pie Corbett POO - Nicola Davies	Bills New Frock - Anne Fine Bombs and Blackberries - Julia Donaldson	Examples from everyday life www.iboard.co.uk The works KS2 - Pie Corbett

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - MUST COVER

AUTUMN 1

	Autumn 1	Autumn 2
Genre	Stories with Historical Setting Newspapers	Stories in Imaginary Worlds Magazines
Suggested Texts	Journey to the River Sea - Eva Ibbotson The Butterfly Lion - Michael Morpurgo Street Child - Berlie Doherty	The Lion, the Witch and the Wardrobe - C.S.Lewis The Butterfly Lion - Michael Morpurgo Street Child - Berlie Doherty
Suggested Satellite Texts / www sites	First News www.bbc.co.uk/newsround	www.nationalgeographic-kids.co.uk www.magazine.co.uk/kids-magazines Julius Zebra - Gary Northfield
Oracy / speaking & listening	Listen and respond appropriately to adults and their peers. Every half term Ask relevant questions to extend their understanding and knowledge. - Summer Term Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - MUST COVER AUTUMN 1 Speak audibly and fluently with increasing command of Standard English. Every half term Select and use appropriate registers for effective communication. Every half term	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Speak audibly and fluently with increasing command of Standard English. Select and use appropriate registers for effective communication. Listen and respond appropriately to adults and their peers. Gain maintain and monitor the interest of the listener.
Word reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
Comprehension	Develop positive attitudes to reading and understanding of what they read by:	Develop positive attitudes to reading and understanding of what they read by:

	<p>Listening to and discussing a wide range of fiction and non-fiction. - Every Half term</p> <p>Reading books that are structured in different ways and reading for a range of purposes. Every half term</p> <p>Use dictionaries to check the meaning of words they have read. Every half term</p> <p>Discuss words and phrases that capture the reader's interest and imagination. Every half term</p> <p>Retrieve and record information from non-fiction. Spring 2, Summer 1</p> <p>Understand what they have read in books by:</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text. Every half term</p> <p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>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.</p>	<p>Listening to and discussing a wide range of fiction and non-fiction.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Use dictionaries to check the meaning of words they have read.</p> <p>Increasing their familiarity with a range of books, including fairy stories, myths and legends and retelling some of these orally.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they have read in books by:</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>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.</p>
<p>Writing - Transcription</p>	<p>Spell further homophones. Spring 1 & Summer 2</p> <p>Use further prefixes and understand how to add them. Spring 1 & Summer 1</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spring 2 & Summer 2</p>	<p>Use further suffixes and understand how to add them.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Continually refer to year 3/4 spelling list</p>

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Writing - Handwriting	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 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	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Autumn 2, Spring 1 & Summer 1 Discuss and record ideas. In narratives create settings, characters and plot. - Spring 1 In non-narrative material, use simple organisational devices. Summer 1 Propose changes to vocabulary to improve consistency. Autumn 2, Summer 1 & Summer 2 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. Autumn 2 & Spring 2	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Compose and rehearse sentences orally. Proof-read for spelling and punctuation errors. Propose changes to vocabulary to improve consistency. 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 - Grammar, Vocabulary & Punctuation	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because although. Autumn 2 & Summer 1 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Autumn 2 & Summer 1 Use the grammatical terminology in English Appendix 2 in discussing their writing. Every half term	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Use the grammatical terminology in English Appendix 2 in discussing their writing.

	Spring 1	Spring 2
Genre	Stories from Other Cultures Explanation	Information - Advertisements Poetry - Creating Images

Class Text	<p>Number 1 car spotter - Atinuke Cloud Tea Monkeys - Mal Peet Grogory Cool - Caroline Binch Grandpa Chatterji - Jamila Gavin</p>	<p>Love That Dog - Sharon Creech The Inventions of Hugo Cabret - Brian Selznick</p>
Suggested Satellite Texts / www sites	<p>Link explanation to other areas of the curriculum Until I met Dudley - Roger McGough www.howstuffworks.com www.totallyabsurd.com</p>	<p>Examples of information from everyday life The Works - Pie Corbett POO - Nicola Davies</p>
Oracy / speaking & listening	<p>Listen and respond appropriately to adults and their peers. Speak audibly and fluently with increasing command of Standard English. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Select and use appropriate registers for effective communication. Use relevant strategies to build their vocabulary.</p>	<p>Speak audibly and fluently with increasing command of Standard English. Select and use appropriate registers for effective communication. Participate in discussions, presentations, performances, role play, improvisations and debates. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
Word reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	
Comprehension	<p>Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction and non-fiction. Reading books that are structured in different ways and reading for a range of purposes. Use dictionaries to check the meaning of words they have read.</p>	<p>Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of non-fiction, poetry, reference or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Use dictionaries to check the meaning of words they have read. Retrieve and record information from non-fiction.</p>

	<p>Increasing their familiarity with a range of books, including fairy stories, myths and legends and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they have read in books by:</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>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.</p>	<p>Prepare poems and playscripts to read aloud and to perform showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry.</p> <p>Understand what they have read in books by:</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>
<p>Writing - Transcription</p>	<p>Spell further homophones.</p> <p>Use further prefixes and understand how to add them.</p> <p>Spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys').</p> <p>Continually refer to year 3/4 spelling list</p>	<p>Use further suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with irregular plurals (for example, children's).</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Continually refer to year 3/4 spelling list</p>
<p>Writing - Handwriting</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring 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).</p>	

<p>Writing - Composition</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. In narratives create settings, characters and plot. Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar to improve consistency. Proof-read for spelling and punctuation errors.</p>	<p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise a paragraph around a theme. Proof-read for spelling and punctuation errors. Propose changes to grammar to improve consistency. 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.</p>
<p>Writing - Grammar, Vocabulary & Punctuation</p>	<p>Use commas after fronted adverbials. Use and punctuate direct speech. Use the present perfect form of verbs in contrast to the past tense. Indicate possession by using the apostrophe with plural nouns. Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Use commas after fronted adverbials. Indicate possession by using the apostrophe with plural nouns. Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>

	Summer 1	Summer 2
Genre	Issues & Dilemmas Plays	Formal Persuasive Texts Poetry - Exploring Form
Class Text	Bills New Frock - Anne Fine Mr Stink - David Walliams The Angel of Nitshill Road	
Suggested Satellite Texts / www sites	Bills New Frock - Anne Fine Bombs and Blackberries - Julia Donaldson	Examples from everyday life www.iboard.co.uk The works KS2 - Pie Corbett

<p>Oracy / speaking & listening</p>	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Speak audibly and fluently with increasing command of Standard English. Select and use appropriate registers for effective communication. Participate in discussions, presentations, performances, role play, improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Articulate and justify answers, arguments and opinions.</p>	<p>Speak audibly and fluently with increasing command of Standard English. Select and use appropriate registers for effective communication. Ask relevant questions to extend their understanding and knowledge. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions.</p>
<p>Word reading</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	
<p>Comprehension</p>	<p>Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of non-fiction, plays, reference or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Use dictionaries to check the meaning of words they have read. Identify themes and conventions in a wide range of books. Prepare poems and playscripts to read aloud and to perform showing understanding through intonation, tone, volume and action. Retrieve and record information from non-fiction. Discuss words and phrases that capture the reader's interest and imagination. Understand what they have read in books by: Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p>	<p>Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of non-fiction, poetry, reference or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Use dictionaries to check the meaning of words they have read. Prepare poems and playscripts to read aloud and to perform showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry. Understand what they have read in books by: Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text.</p>

	<p>Ask questions to improve their understanding of a text. Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure, and presentation contribute to meaning.</p>	<p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure, and presentation contribute to meaning.</p>
<p>Writing - Transcription</p>	<p>Use further prefixes and understand how to add them. Spell words that are often misspelt. Continually refer to year 3/4 spelling list</p>	<p>Spell further homophones. Use further suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Continually refer to year 3/4 spelling list Revision of spelling rules</p>
<p>Writing - Handwriting</p>	<p>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 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).</p>	
<p>Writing - Composition</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. In non-narrative material use simple organisational devices - instructions. Proof-read for spelling and punctuation errors.</p>	<p>Organise a paragraph around a theme. Assess the effectiveness of their own and others' writing and suggest improvements. Proof-read for spelling and punctuation errors. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>

	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	
Writing - Grammar, Vocabulary & Punctuation	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the apostrophe with plural nouns.</p> <p>Use and punctuate direct speech.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>