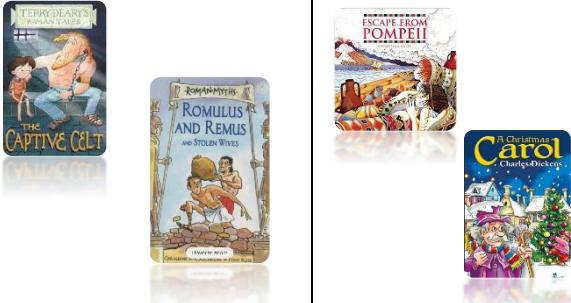



**Year 4 Long Term English Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts						
Genre	<p>Setting description Character description Retell a myth Letter (persuasion) Instructions Non-chronological report.</p>	<p>Setting description Narrative – story Recount – diary Thank you letters linked to the careers event</p>	<p>Letter writing Diary Explanation Non-chronological reports</p>	<p>Recount - diary Persuasive adverts Invitations Write a speech for a social media post persuading parents to come to the assembly Narrative – focus on dialogue</p>	<p>Setting Description Retell and event Biography Persuasive letter Non-chronological report Playscript – linked to the class assembly</p>	<p>Diary entry Write an additional chapter Narrative – focus on dialogue</p>
Film/texts		<p>Extracts from different versions of a Christmas Carol. (Compare to the text).</p>		 <p>Literacy Shed – explanation text.</p>		

Poetry		Poetry - simile and metaphors		Poetry – narrative and rhyme		
--------	--	-------------------------------	--	------------------------------	--	--

**National Curriculum Statutory Requirements**

**Statutory National Requirements for Year 4 Reading:**

- *Children should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction and reference books.*
- *Include increasing familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.*
- *Identify themes in books eg good v evil; use of magical devices in fairy stories and folk tales*
- *Read non-fiction about a wide range of subjects*
- *Use dictionaries*
- *Read aloud poems and playscripts*

Word Reading	Comprehension – Response and Attitudes	Comprehension – Understanding
<ul style="list-style-type: none"> <li>• Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary.</li> <li>• Prefixes: in- (and rules regarding il-, im-, ir-), re-, sub-, inter-, super-, anti-, auto</li> <li>• Suffixes: -ation, -ment</li> <li>• Reads further exception words, checking alternative pronunciations and using prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and discusses a wide range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>• Reads for a range of purposes</li> <li>• Uses a dictionary to check the meaning of unfamiliar words</li> <li>• Orally retells a range of familiar fairy stories, myths and legends</li> <li>• Identifies themes and conventions in a wide range of books</li> <li>• Prepares poems and play scripts to read aloud and to perform, showing</li> </ul>	<ul style="list-style-type: none"> <li>• Reads independently, with understanding, and explains the meaning of words in context</li> <li>• Draws inferences such as inferring characters' feelings, thoughts and motives and can use evidence from the text to justify these inferences</li> <li>• Summarises the main ideas across a text</li> </ul>

	<p>understanding through intonation, tone, volume and action</p> <ul style="list-style-type: none"> <li>• Identifies words and phrases that capture the reader's interest and imagination and participates in discussion about them</li> <li>• Recognises some different forms of poetry (e.g. free verse, narrative poetry)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies how language, structure and presentation contribute to meaning</li> <li>• Predicts what might happen based on details stated and implied in the text</li> <li>• Retrieves and records information from non-fiction</li> <li>• Participates in discussion about books they have read/heard, taking turns, asking questions and listening to what others say</li> </ul>
--	---	---

**Statutory National Requirements for Year 4 Writing:**

- *Learn about structure, vocabulary and grammar from books read*
- *Organise paragraphs around a theme*
- *Create characters, setting and plot in narratives*
- *Use simple organisational devices eg headings and sub-headings*
- *Assess effectiveness of own and others' writing, propose changes*
- *Proof-read for spelling and punctuation errors*

Spelling	Vocabulary Grammar and Punctuation
<ul style="list-style-type: none"> <li>• Words with the /k/ sound spelt ch (Greek in origin) (scheme, chorus, chemist, echo, character)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses commas after fronted adverbials</li> <li>• Uses apostrophes correctly to mark singular possession (e.g. the girl's name)</li> </ul>

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Words with the /ʃ/ sound spelt ch (mostly French in origin) (chef, chalet, machine, brochure)</li><li>• Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) ( league, tongue, antique, unique)</li><li>• Words with the /s/ sound spelt sc (Latin in origin) (science, scene, discipline, fascinate, crescent)</li><li>• Words with the /eɪ/ sound spelt ei, eigh, or ey( vein, weigh, eight, neighbour, they, obey)</li><li>• Begins to use correctly the possessive apostrophe with plural words (girls', boys', babies', children's, men's, mice's) (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</li><li>• Uses correctly the possessive apostrophe with plural words (girls', boys', babies', children's, men's, mice's) (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</li><li>• Knows and uses the correct spelling of homophones or near-homophones (accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's)</li><li>• Spell all the words in the Y3/4 word list correctly.</li></ul> | <ul style="list-style-type: none"><li>• Uses apostrophes correctly to mark plural possession (e.g. the girls' names)</li><li>• Uses inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</li><li>• Accurately and appropriately uses and understands the following grammatical terminology: determiner, pronoun, possessive pronoun, adverbial</li></ul> |
|---|---|

<ul style="list-style-type: none"> <li>• uses the first two or three letters of a word to check its spelling in a dictionary</li> <li>• writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	
<b>Writing Processes</b>	<b>Handwriting</b>
<ul style="list-style-type: none"> <li>• Discusses writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Plans by discussing and recording ideas</li> <li>• Composes and rehearses sentences orally (including dialogue),</li> <li>• Uses conjunctions, adverbs and prepositions to express time, place and cause in narratives, creates settings, characters and plot</li> <li>• Uses paragraphs as a way to group related material in non-narrative material, uses simple organisational devices such as headings and sub-heading assesses the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Within sentences, chooses nouns or pronouns appropriately for clarity and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Writes legibly, with consistency and quality, e.g. by ensuring that the downstrokes of letters are parallel and equidistant;</li> <li>• Ensures lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>