



YEAR 4 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Arthur and the Golden Rope By Joe Todd-Stanton	Hot like Fire by Valerie Bloom	The Lion and the Unicorn By Jane Ray	Edward Tulane By Kate DiCamillo	The Great Kapok Tree By Lynne Cherry	The Lion the Witch and the Wardrobe By C.S. Lewis
Literary Form	Picture books	Poetry	Traditional Tales and Twists	Modern texts	Non-Fiction	Classic texts
Shine a Light Person	Captain John Smith	Maggie Aderin-Pocock	Stephen Hawking		Jamie Oliver	Jane Austin
<b>Reading: Experience, Knowledge, Skills and Strategies</b>	Continuing to read and discuss an increasingly wide range of fiction	Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence	Listening to and discussing a wide range of fiction Reading books that are structured in different ways and reading for a range of purposes	Read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.	Retrieve and record information from non-fiction	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	Identifying and discussing themes and conventions in and across a wide range of writing			Identify and discuss themes and conventions in and across a wide range of writing.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	Making comparisons within and across books	Recognising some different forms of poetry [for example, free verse, narrative poetry]	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	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Asking questions to improve their understanding of a text	Asking questions to improve their understanding of a text
	Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience				Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Checking that the book makes sense to them,		Discussing words and phrases that capture the reader’s interest and imagination	Draw 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	Predicting what might happen from details stated and implied
	Discussing their understanding and exploring the meaning of words in context		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Identifying main ideas drawn from more than one paragraph and summarising these	Identifying main ideas drawn from more than one paragraph and summarising these
	Asking questions to improve their understanding				Identifying how language, structure, and presentation contribute to meaning	Identifying how language, structure, and presentation contribute to meaning.
	Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence		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 how language, structure and presentation contribute to meaning		Identifying how language, structure, and presentation contribute to meaning			
	Discuss and evaluate how authors use language, including		Participate in discussion about both books that are read to them and those they			

*Make your light shine so others will see the good that you do”*



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	<p>figurative language, considering the impact on the reader</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</p> <p>Provide reasoned justifications for their views</p>		<p>can read for themselves, taking turns and listening to what others say.</p>			
<b>Writing: Transcription/Composition</b>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader</p> <p>Assessing the effectiveness of their own and others’ writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>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>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>Organising paragraphs around a theme in narratives, creating settings, characters and plot</p> <p>Assessing the effectiveness of their own and others’ writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>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>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others’ writing.</p> <p>Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Organising paragraphs around a theme</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>In narratives, creating settings, characters and plot</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using fronted adverbials</p> <p>Using and punctuating direct speech</p>



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	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register					
	Proof read for spelling and punctuation errors					
Extended Writing Outcome	Newspaper Article	Poetry writing	Creative Writing	Instructions	Explanation text	Narrative writing
	Letter Writing		Persuasive writing	Autobiography	Non-chronological report	Letter writing – to home describing the home they have been evacuated to.
Vocabulary, Grammar and Punctuation to be taught and continuously revisited throughout the year to ensure thorough understanding						
National Curriculum  Vocabulary, Grammar, Punctuation Year 4	<ul style="list-style-type: none"><li>Grammatical difference between plural and possessive ‘-s’; Standard English forms for verb inflections.</li><li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials.</li><li>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.</li><li>Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</li><li>Terminology: determiner, pronoun, possessive pronoun, adverbial.</li></ul>					
Spelling (Active Learn & Twinkl)	/aw/ spelt with “augh” and “au” In- prefix Im- prefix Il- prefix Homophones and near Homophones /shun/ endings spelt “sion”	/shuhn/ sounds spelt “sion” /shuhn/ sound spelt “ssion” /shuhn/ sound spelt “tion” /shuhn/ sound spelt “cian” “ough” to make /o/, /oo/ or /or/ sound	Homophones and near homophones Using suffix “-ation” Adding the prefix sub- and super- Plural possessive apostrophes with plural words	/s/ sound spelt “sc” Soft “c” spelt “ce” Soft “c” spelt “ci” Word families “phone”, “real”, “Solve”, “sign” Statutory challenge words	Prefix “inter-” Prefix “anti-” Prefix “auto-” Prefix “ex-” Prefix “Non-” Words ending “-ar” and “-er”	Suffix “-ous” Adverbials of frequency and possibility Adverbials of manner
National Curriculum  Reading Year 4	<ul style="list-style-type: none"><li>Prepare texts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>Discuss how knowledge of root words, prefixes and suffixes supports them in understanding the meaning of new words</li><li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction books</li><li>Has a clear understanding of texts read and able to locate information from different parts of the text</li><li>Clearly summarise the main ideas within specific chapters and paragraphs</li><li>Identifies simple themes within similar texts</li><li>Declare and justify personal preferences for writers and types of overall text</li><li>Offer personal opinion on characters’ feelings, thoughts and motives from their actions, justifying with evidence</li><li>Make reasonable predictions from details implied or deduced from the text</li><li>Identify and comment on specific aspects of text structure and presentational features</li><li>Identify and provide reasons for authors’ language choices which engage the reader</li></ul>					
National Curriculum  Writing Year 4	<ul style="list-style-type: none"><li>Develop the detail for settings, characters and plot</li><li>Use some expanded noun phrases to describe and specify</li><li>Use text type features taught in non-fiction writing</li><li>Use a range of sentences structures, including those with prepositional phrases, fronted adverbials and a wider range of conjunctions</li><li>Vary pronouns and nouns across sentences to aid cohesion and avoid repetition</li><li>Write with many tense choices that are appropriate and accurate</li><li>Use the punctuation taught at Year 4 *mostly correctly</li><li>Spell many words from the Year 4 word- list</li></ul>					

Termly Focus Objectives

Autumn

Spring

Summer



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- Apply spelling rules from the year 3/4 spelling appendix e.g. adding –es where a word ends in y change the y to an i and add-es, doubling the consonant when adding a suffix e.g. stop-stopping
- Add prefixes to root words without any changes in spelling e.g. un-, -is, -mis, and –in
- Begin to extend paragraphs used to organise ideas around a theme
- Improve writing by evaluating and editing own and others writing
- Write in legible joined handwriting style with consistent letter formation