

Grimsargh St Michael's C of E Primary School

Long Term Planning: English Year 4

English Area of Study:	Heroes and Heroines	
	Autumn 1 Descriptive writing (war) Book review. Character description. Narrative Poetry	Autumn 2 Diary entry based on novel Formal/informal letters Instruction writing. Newspaper report.
Reading	<p>Listen to, read and discuss a range of fiction, poetry, and non-fiction in different forms.</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</p> <p>Listen to and discuss a range of fiction and poetry.</p> <p>Regularly listen to novels read aloud by the class teacher.</p> <p>Explore the meaning of vocabulary within the context of the text.</p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Justify opinions by referring to the text.</p> <p>Explain how paragraphs are used to order or build up ideas, and how they are linked.</p> <p>Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</p>	<p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Use dictionaries to check meanings of words in the texts that they read.</p> <p>Use punctuation to determine intonation and expression when reading aloud.</p> <p>Make predictions based on information stated and implied.</p> <p>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</p> <p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.</p> <p>Scan for dates, numbers and names (history linked to Great Plague topic)</p> <p>Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</p> <p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</p> <p>Use prefixes to understand meanings e.g. in- , ir-, sub-, inter-super-, anti-, auto-.</p>

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Long Term Planning: English Year 4

<p>Writing</p>	<p>Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech. Use nouns for precision, e.g. burglar rather than man; bungalow rather than house. Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. Discuss and record ideas for planning e.g. storyboard, boxing-up text types to create a plan. Organise paragraphs in narrative. Link ideas within paragraphs e.g. fronted adverbials for when - In the distance, a lone wolf howled. Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, appropriate to text type. Proofread to check for errors in grammar (fronted adverbials for when with comma; noun phrases)</p>	<p>Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases e.g. The stranger, dressed in red and yellow... Read and analyse non-fiction in order to plan and write their own versions. Discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan. Use organisational devices in non-fiction writing e.g. captions, text boxes Identify and discuss the purpose, audience, language and structures of non-fiction for writing. Use paragraphs to organise writing in non-fiction texts.</p>
<p>Punctuation and Grammar</p>	<p>Use inverted commas to punctuate direct speech (speech marks). Identify, select and effectively use pronouns e.g. third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its). Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. Explore, identify and use Standard English verb inflections in writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</p>	<p>Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so. Use commas to mark clauses in complex sentences. Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past). Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box</p>
<p>Spelling</p>	<p>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. Words with endings sounding like /ʒə/ or /tʃə/ Adding the suffix -ly (to adjectives to form adverbs) Adding the prefix auto- Adding the prefix inter- Adding the prefix mis-</p>	<p>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. Homophones and near-homophones. Words with the /eɪ/ sound spelt ei, eigh, or ey. Words with the /s/ sound spelt sc (Latin in origin).</p>

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English Area of Study:	Around the World	
	Spring 1 Fantasy narrative Character description Fairy tales	Spring 2 Persuasive Writing Classic Poetry Non-chronological reports (European country)
Reading	<p>Use knowledge of root words to understand meanings of words. Use suffixes to understand meanings e.g. –ation, - tion, – sion, –cian, -sion. Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Learn a range of poems by heart and rehearse for performance (linked to school poetry festival). Orally retell a range of stories, including less familiar fairy stories, myths and legends. Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. Develop, agree on and evaluate rules for effective discussion. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.</p>	<p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Prepare for research by identifying what is already known about the subject and key questions to structure the task. Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Record information from a range of non-fiction texts. Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Justify responses to the text using the PE prompt (Point + Evidence).</p>
Writing	<p>Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Read and analyse persuasive texts in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction – persuasive texts. Discuss and record ideas for planning e.g. boxing-up text types to create a plan. Generate and select from vocabulary banks e.g. persuasive phrases, alliteration appropriate to persuasion. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation. Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>Identify, select and use determiners e.g. a, the, this, that, these, those, some, many, every. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was; I was instead of I were; I did instead of I done. Read and analyse non-fiction in order to plan and write their own. Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction. Discuss and record ideas for planning e.g. boxing-up text types to create a plan. Use paragraphs to organise writing in non-fiction texts. Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. Generate and select from vocabulary banks e.g. technical language. Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups.</p>

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Long Term Planning: English Year 4

<p>Punctuation and Grammar</p>	<p>Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use a comma to separate the clauses.</p> <p>Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use a comma after the fronted adverbial.</p> <p>Use commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</p> <p>Identify, select and effectively use pronouns e.g. second person in persuasion (you, your, yours).</p>	<p>Explore, identify, collect and use noun phrases e.g. the pale-faced boy with hair like straw.</p> <p>Identify, select and use determiners including:</p> <ul style="list-style-type: none"> - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every. <p>Explore and collect nouns with prefixes super, anti, auto.</p>
<p>Spelling</p>	<p>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.</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p> <p>Endings which sound like /ʒən/</p> <p>Adding il- and revising un-, in-, mis- and dis</p> <p>Words ending in zhun spelt -sion</p>	<p>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.</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian.</p> <p>Adding ir- to words beginning with r.</p>

Grimsargh St Michael's C of E Primary School

Long Term Planning: English Year 4

English Area of Study:	Growth Mindset	
	Summer 1 Descriptive writing Explanation text – How a river flows from source to mouth Poetry – Haiku	Summer 2 Newspaper reports Narrative writing Persuasive writing Stories with issues and dilemmas
Reading	<p>Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list.</p> <p>Use suffixes to understand meanings e.g. -ation,- tion, -ssion, -cian, sion</p> <p>Listen to, read and discuss a range of poetry in different forms.</p> <p>Learn a range of poems by heart and rehearse for performance.</p> <p>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <p>Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.</p> <p>Participate in discussion about what is read to them and books (poems) they have read independently, taking turns and listening to what others say.</p>	<p>Use knowledge of root words to understand meanings of words.</p> <p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</p> <p>Develop, agree on and evaluate rules for effective discussion.</p> <p>Navigate texts to locate and retrieve information in print and on screen.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these e.g. character is evil because...1/2/3 reasons; Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</p> <p>Analyse and evaluate texts looking at language, structure and presentation.</p> <p>Explain how paragraphs are used to order or build up ideas, and how they are linked.</p> <p>Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p>
Writing	<p>Read and analyse poetry in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of poetry.</p> <p>Generate and select from vocabulary banks e.g. alliteration</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Discuss and propose changes to own and others' writing with partners/small groups.</p> <p>Improve writing in light of evaluation.</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>Use commas to mark clauses in complex sentences.</p> <p>Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was; I was instead of I were; I did instead of I done; She saw it instead of she seen it.</p> <p>Read and analyse non-fiction in order to plan and write their own.</p> <p>Identify and discuss the purpose, audience, language and structures of non-fiction and for writing.</p> <p>Discuss and record ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, storyboard, boxing-up text types to create a plan.</p> <p>Organise paragraphs in non-fiction.</p> <p>Link ideas within paragraphs.</p> <p>Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text</p>

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		<p>type. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>
<p>Punctuation and Grammar</p>	<p>Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use commas after fronted adverbials.</p>	<p>Create and use complex sentences with adverb starters in own writing, e.g. Patiently waiting by the harbour, the people gazed at the horizon. Use a comma to separate the clauses. Create sentences with fronted adverbials for when and where e.g. Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared. Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something. Identify, select and effectively use pronouns e.g. first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours). Explore, identify, collect and use noun phrases e.g. Mowzer watched the boat out in the ocean. Franny was particularly fond of the folk from up the tree.</p>
<p>Spelling</p>	<p>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. Homophones and near-homophones. Spellings from Year 3/4 word list. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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. Spellings from Year 3/4 word list. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>