

Long Term Literacy Planning – Y4

Autumn Term

Genre	Diary Writing	Information leaflets	Newspaper reports (2 weeks)	Adventure narrative (2 weeks)	Balanced Argument (2 weeks)	Letters
Duration	(2 weeks)	(2 weeks)				(2 weeks)
Possible texts and topics	Help! Aliens are attacking my house! Examples of diary entries	Help! Aliens are attacking my house. Examples of information leaflets.	Help! Aliens are attacking my house. Examples of newspaper reports	Help! Aliens are attacking my house.	Help! Aliens are attacking my house. Examples of balanced arguments	Help! Aliens are attacking my house. Examples of letters
Vocabulary. Grammar, Punctuation and Spelling Objectives	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions Use of the present perfect form of verbs instead of the simple past Use of fronted adverbials Spelling: <ul style="list-style-type: none"> The prefix un- The prefix dis- and mis- 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Subordinate clause Spelling: <ul style="list-style-type: none"> The suffix -ment and -ness The suffix -ful and -less 	<ul style="list-style-type: none"> Use of conjunctions to express time and cause Apostrophes to show singular and plural possession Exclamation marks, question marks and full stops. Spelling: <ul style="list-style-type: none"> The /i/ sound spelt y Adding suffixes beginning with vowel to words of more than one syllable. 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time, place and cause using conjunctions Direct speech and inverted commas Spelling: <ul style="list-style-type: none"> The prefixes in-, ir- The prefixes im- and il- 	<ul style="list-style-type: none"> Use of Standard and non-standard verbs Use of commas after fronted adverbials Nouns with prefixes Spelling: <ul style="list-style-type: none"> The prefixes re- and inter- The prefixes sub- and super- 	<ul style="list-style-type: none"> 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 Exclamation marks, question marks and full stops Spelling: <ul style="list-style-type: none"> The prefixes anti- and auto- The suffix -ation
Outcomes	A diary about the day Aliens landed.	An information leaflet about the Romans or Aliens.	A newspaper report about Aliens landing and attacking their house.	An adventure story about Aliens landing.	A balanced argument whether aliens should be allowed to stay.	A letter to our partner school or explaining what happened when the aliens landed.

Spring Term

Long Term Literacy Planning – Y4

Genre Duration	Recounts (2 weeks)	Character profiles (2 weeks)	Play scripts (3 weeks)	Short story narrative (2 weeks)	Persuasive adverts (2 weeks)	Poetry (2 weeks)
Possible texts and topics	Examples of recounts.	The Witches Examples of character profiles	The Witches Examples of play scripts	The Witches	The Witches Examples of persuasive adverts	The Witches Examples of poems Examples of acrostic poems
Vocabulary, Grammar, Punctuation and Spelling Objectives	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Apostrophes to mark singular and plural possession Use of fronted adverbials <p>Spelling:</p> <ul style="list-style-type: none"> The suffix -ly The pattern sure as in measure 	<ul style="list-style-type: none"> 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 Nouns with prefixes <p>Spelling:</p> <ul style="list-style-type: none"> The endings -ture and -cher The ending -sion 	<ul style="list-style-type: none"> Standard and non-standard verbs. Use of adverbs and adverbials Extending the range of sentences with more than one clause by using a wider range of conjunctions <p>Spelling:</p> <ul style="list-style-type: none"> The suffix ous The endings -tion and -sion The endings -ssion and cian 	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions Use of the present perfect form of verbs instead of the simple past Direct speech and inverted commas <p>Spelling:</p> <ul style="list-style-type: none"> The /k/ sound spelt ch The /sh/ sound spelt ch 	<ul style="list-style-type: none"> Use of conjunctions to show time and cause Exclamation marks, question marks and full stops Apostrophes to show plural possession <p>Spelling:</p> <ul style="list-style-type: none"> The /k/ sound spelt que The /g/ sound spelt gue 	<ul style="list-style-type: none"> Identifying and using subordinate clauses Nouns, adjectives and verbs. <p>Spelling:</p> <ul style="list-style-type: none"> The /s/ sound spelt sc The /ay/ sound spelt ei, eigh and ey
Outcomes	A recount about an experience that happened.	A character profile from one of the characters from The Witches.	A play script about the story of The Witches.	A short story about transforming into a creature for a day.	A persuasive advert inviting children to come to the hotel in The Witches.	A poem about a witch.

Long Term Literacy Planning – Y4

Summer Term

Genre Duration	Poetry (2 weeks)	Fantasy Narrative (3 weeks)	Persuasive writing (2 weeks)	Non-chronological report (2 weeks)	Instructions (2 weeks)	Biography (2 weeks)
Possible texts and topics	How to train your dragon. Examples of poems.	How to train your dragon.	How to train your dragon. Examples of persuasive texts.	How to train your dragon. Examples of non- chronological reports.	How to train your dragon. Examples of instructions.	How to train your dragon. Examples of biographies.
Vocabulary, Grammar, Punctuation and Spelling Objectives	<ul style="list-style-type: none"> Revision of parts of a sentence. Revision of capital letters and final punctuation (exclamation marks, question marks and full stops). Spelling: <ul style="list-style-type: none"> The /f/ sound spelt ph. Apostrophe s to show plural 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Direct speech and using inverted commas. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Spelling: <ul style="list-style-type: none"> Apostrophe s to show possession The /u/ sound spelt ou 	<ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of adverbs and adverbials Use of fronted adverbials Spelling: <ul style="list-style-type: none"> Homophones and near homophones The prefixes in-, ir-, im- and il- 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Standard and non-standard verbs. Nouns with prefixes. Spelling: <ul style="list-style-type: none"> Homophones and near homophones Year 3 and Year 4 word list 	<ul style="list-style-type: none"> Using commas to mark fronted adverbials and subordinate clauses Use of conjunctions to show time and cause Spelling: <ul style="list-style-type: none"> Year 3 and Year 4 word list 	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions Apostrophes to show singular and plural possession Spelling: <ul style="list-style-type: none"> Year 3 and Year 4 word list
Outcomes	To produce a poem about a dragon.	To produce a fantasy story about a dragon.	To write a persuasive piece of writing persuading the Viking to allow dragons to stay.	A non-chronological report about the Vikings/dragons.	A set of instructions about how to train a dragon.	A biography about a character from how to train your dragon.