

Long Term English Planning – Y4

Autumn Term

Genre	Persuasion (posters/texts) (2 weeks)	Newspaper reports (2 weeks)	Narrative (3 weeks)	Recounts (2 weeks)	Letters (2 weeks)	Narrative (historical) (2 weeks)
Duration						
Possible texts and topics	Cool! Copy of the Green Cross Code	Cool! Newspaper report on accident of young boy.	Cool! Rewrite part of the story To carry on with own version.	Cool! Recount visit from Zola	Cool! Examples of formal and informal letters	Cool! Historical context
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 forms a or an Use of fronted adverbials <p>Spelling:</p> <ul style="list-style-type: none"> Words with the /aw/ sound spelt with augh and au The prefix in- 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Use of subordinate clauses formation of nouns using a range of prefixes, such as super-, anti-, auto- <p>Spelling:</p> <ul style="list-style-type: none"> The prefix im- The prefixes il- and ir- 	<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech Apostrophes to show singular and plural possession Understand the grammatical difference between plural and possessive -s <p>Spelling:</p> <ul style="list-style-type: none"> Homophones and near homophones Words with /shun/ endings spelt with 'sion' 	<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 appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <p>Spelling:</p> <ul style="list-style-type: none"> Words with /shuhn/ sound spelt with 'sion' 	<ul style="list-style-type: none"> Use of Standard and non-standard verbs use of the present perfect form of verbs instead of the simple past Use fronted adverbials <p>Spelling:</p> <ul style="list-style-type: none"> Words with /shuhn/ sound spelt with 'tion' Words with /shuhn/ sound spelt with 'cian' 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme use of commas after fronted adverbials <p>Spelling:</p> <ul style="list-style-type: none"> Words with 'ough' to make a long /o/, /oo/ or /or/ sound Statutory spellings challenge words

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				<ul style="list-style-type: none"> Words with /shuhn/ sound spelt with 'ssion' 		
Outcomes	Persuasive leaflet on road safety linking to the accident.	Newspaper report about the accident	Rewrite part of the story from a different character's point of view	Recount of a visit from Zola	Formal letter to the hospital to thank them for saving the boy	

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Spring Term

Genre Duration	Diary entries (2 weeks)	Information (2 weeks)	Setting description (2 weeks)	Biography (2 weeks)	Narrative - stories from other cultures (2 weeks)
Possible texts and topics	Journey to Jo'burg Examples of diary entries	Journey to Jo'burg Examples of information texts	Journey to Jo'burg Examples of real life setting descriptions	Journey to Jo'burg Examples of biographies	Journey to Jo'burg
Vocabulary, Grammar, Punctuation and Spelling Objectives	<ul style="list-style-type: none"> • Standard English forms for verb inflections instead of local spoken forms • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Apostrophes to mark singular and plural possession <p>Spelling:</p>	<ul style="list-style-type: none"> • Use of subordinate clauses and experimenting with their position in sentences • Use of paragraphs to organise ideas around a theme • Apostrophes to mark singular and plural possession <p>Spelling:</p> <ul style="list-style-type: none"> • Nouns ending in the suffix -ation • The prefix sub- and super- 	<ul style="list-style-type: none"> • Use of adverbs and adverbials • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • 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"> • Plural possessive apostrophes with plural words • Words with the /s/ sound spelt with 'sc' 	<ul style="list-style-type: none"> • Use of the present perfect form of verbs instead of the simple past • use of commas after fronted adverbials <p>Spelling:</p> <ul style="list-style-type: none"> • Words with a 'soft c' spelt with 'ce' • Words with a 'soft c' spelt with 'ci' 	<ul style="list-style-type: none"> • Attempt to make simple links between paragraphs • use of inverted commas and other punctuation to indicate direct speech <p>Spelling:</p> <ul style="list-style-type: none"> • Word families based on common words, showing how words are related in form and meaning

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	<ul style="list-style-type: none">• Homophones and near homophones• Nouns ending in the suffix -ation				
Outcomes	Write a diary entry as Naledi or Tiro about the start of their journey to Jo'burg	Non-chronological report about what apartheid was and how it worked	Setting description of an unfamiliar place	Biography about Nelson Mandela	Rewrite the story from an alternative point of view

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Summer term

Genre Duration	Character profiles (2 weeks)	Persuasion (speech) (2 weeks)	Instructions (2 weeks)	Narrative (2 weeks)	Book reviews (2 weeks)	Poetry (1 week)
Possible texts and topics	Mr Stink	Mr Stink Examples of persuasive speeches	Mr Stink Examples of instructions and recipes	Mr Stink	Mr Stink Examples of book reviews	Mr Stink Examples of poetry making good use of similes
Vocabulary, Grammar, Punctuation and Spelling Objectives	<ul style="list-style-type: none"> Spells possessive apostrophes with irregular plurals Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases <p>Spelling:</p> <ul style="list-style-type: none"> The prefix inter- The prefix anti- 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Attempt to make simple links between paragraphs Use of standard English forms for verb inflections instead of local spoken forms <p>Spelling:</p> <ul style="list-style-type: none"> The prefix auto- The prefix ex- 	<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 <p>Spelling:</p> <ul style="list-style-type: none"> The prefix non- Words ending in -ar/-er 	<ul style="list-style-type: none"> Use of commas after fronted adverbials Use a varied and rich vocabulary Use of inverted commas and other punctuation to indicate direct speech <p>Spelling:</p> <ul style="list-style-type: none"> The suffix -ous (no change to root word) The suffix -ous (no definitive root word) 	<ul style="list-style-type: none"> Write non-narratives using appropriate organisational devices Using commas to mark fronted adverbials and subordinate clauses Use of conjunctions to show time and cause <p>Spelling:</p> <ul style="list-style-type: none"> The suffix -ous (words ending in 'y' and 'our') The suffix -ous (words ending in 'e') 	<ul style="list-style-type: none"> Use a varied and rich vocabulary Apostrophes to show singular and plural possession <p>Spelling:</p> <ul style="list-style-type: none"> Adverbials of frequency and possibility Adverbs of manner

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Outcomes	Write the 'back story' of Mr Stink	Persuasive speech to Government outlining the policies you'd set to improve where you live	Instructions to show how to help the homeless Recipes linked to DT	Write their own version of the story about a homeless person	Detailed review and comparison of the book and film versions of Mr Stink	Poem using similes to describe Mr Stink
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