

English Long Term Planning – Year 4

| Autumn                              |                                                                                                                                                                                                                            |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                 |
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| DURATION                            | 2 weeks                                                                                                                                                                                                                    | 2 weeks                                                                                                                                                                                                     | 2 weeks                                                                                                                                                                                                                                                         | 2 weeks                                                                                                                                                                                                                                                                                                                 | 2 weeks                                                                                                                                                                                                                           | 2 weeks                                                                                                                                                                                                                                                                                                   | 1 week                                                                                                                                                                                                                                          |
| CLASS TEXT                          | Brand New Boy                                                                                                                                                                                                              | Brand New Boy                                                                                                                                                                                               | Brand New Boy                                                                                                                                                                                                                                                   | Brand New Boy                                                                                                                                                                                                                                                                                                           | Brand New Boy                                                                                                                                                                                                                     | The Journey                                                                                                                                                                                                                                                                                               | The Journey                                                                                                                                                                                                                                     |
| VOCABULARY, GRAMMAR AND PUNCTUATION | <b>Revision of Y3 objectives</b> <ul style="list-style-type: none"> <li>Use of subordinate clauses</li> <li>Uses apostrophe for singular possession</li> <li>Expresses time, place and cause using conjunctions</li> </ul> | <ul style="list-style-type: none"> <li>Begins to use fronted adverbials</li> <li>Uses apostrophes for singular and plural possession</li> <li>Expresses time, place and cause using adverbs (Y3)</li> </ul> | <ul style="list-style-type: none"> <li>Begins to use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Uses fronted adverbials</li> <li>Uses inverted commas for direct speech accurately (Y3)</li> </ul> | <ul style="list-style-type: none"> <li>Begins to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion</li> <li>Uses inverted commas for direct speech accurately (Y3)</li> </ul> | <ul style="list-style-type: none"> <li>Uses fronted adverbials</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion</li> <li>Uses apostrophes for singular and plural possession</li> </ul> | <ul style="list-style-type: none"> <li>Begins to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Uses fronted adverbials</li> <li>Proof reads for spelling, grammar and punctuation errors and self-corrects as the writing develops</li> </ul> | <ul style="list-style-type: none"> <li>Proof reads for spelling, grammar and punctuation errors and self-corrects as the writing develops</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion</li> </ul> |
| SPELLING                            | <ul style="list-style-type: none"> <li>Words that are homophones</li> <li>Words with the prefix 'in-'</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>Words with the prefixes 'il-', 'im-' and 'ir-'</li> <li>Words with the prefix 'sub-'</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>Words with the prefix 'inter-'</li> <li>Challenge Words</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Words ending in '-ation'</li> <li>Words ending in '-ation'</li> </ul>                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Words ending '-ly'</li> <li>Words ending '-lly'</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>Words where 'ch' makes a /sh/ sound</li> <li>Challenge Words</li> </ul>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Challenge Words</li> </ul>                                                                                                                                                                               |
| KEY VOCABULARY                      | <ul style="list-style-type: none"> <li>Subordinate clauses</li> <li>Apostrophe</li> <li>Singular possession</li> <li>Conjunctions</li> <li>Diary</li> <li>1<sup>st</sup> person</li> </ul>                                 | <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Apostrophe</li> <li>Singular/plural possession</li> <li>Adverbs</li> <li>Recount</li> <li>Past tense</li> </ul>                          | <ul style="list-style-type: none"> <li>Noun phrases</li> <li>Modifying adjectives, nouns and prepositional phrases</li> <li>Fronted adverbials</li> <li>Inverted commas</li> <li>Narrative</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Noun phrases</li> <li>Modifying adjectives, nouns and prepositional phrases</li> <li>Pronoun/noun</li> <li>Cohesion</li> <li>Inverted commas</li> <li>Newspaper report</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Pronoun/noun</li> <li>Apostrophe</li> <li>Singular/plural possession</li> <li>Persuasion</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Noun phrases</li> <li>Modifying adjectives, nouns and prepositional phrases</li> <li>Fronted adverbials</li> <li>Proof read</li> <li>Narrative</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>Proof read</li> <li>Pronoun/noun</li> <li>Cohesion</li> <li>Formal letter</li> </ul>                                                                                                                     |
| OUTCOMES                            | Diary entry - viewpoint of a character                                                                                                                                                                                     | Recount                                                                                                                                                                                                     | Narrative – science fiction                                                                                                                                                                                                                                     | Newspaper report                                                                                                                                                                                                                                                                                                        | Persuasive leaflet - AI                                                                                                                                                                                                           | Descriptive narrative based on the                                                                                                                                                                                                                                                                        | Formal letter of persuasion                                                                                                                                                                                                                     |

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| Spring Term                                    |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                    |                                                                                                                                                                                                      |
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| DURATION                                       | 2 weeks                                                                                                                                                                                                                       | 2 weeks                                                                                                                                                                                                                                         | 2 weeks                                                                                                                                                                                                                                                                             | 2 weeks                                                                                                                                                                                                                           | 2 weeks                                                                                                                                                                                                                            | 1 week                                                                                                                                                                                               |
| CLASS TEXT                                     | Journey to Jo'burg                                                                                                                                                                                                            | Journey to Jo'burg                                                                                                                                                                                                                              | Journey to Jo'burg                                                                                                                                                                                                                                                                  | Journey to Jo'burg                                                                                                                                                                                                                | Journey to Jo'burg                                                                                                                                                                                                                 | The Invisible                                                                                                                                                                                        |
| VOCABULARY, GRAMMAR AND PUNCTUATION OBJECTIVES | <ul style="list-style-type: none"> <li>Attempts to make simple links between paragraphs</li> <li>Begins to use commas to demarcate fronted adverbials</li> <li>Uses apostrophes for singular and plural possession</li> </ul> | <ul style="list-style-type: none"> <li>Begins to use subordinate clauses to start sentences</li> <li>Begins to use commas to demarcate fronted adverbials</li> <li>uses Standard English when writing to ensure grammatical accuracy</li> </ul> | <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Attempts to make simple links between paragraphs</li> <li>Proposes changes to grammar and vocabulary to improve consistency</li> </ul> | <ul style="list-style-type: none"> <li>Begins to use subordinate clauses to start sentences</li> <li>Use of commas after fronted adverbials</li> <li>Uses Standard English when writing to ensure grammatical accuracy</li> </ul> | <ul style="list-style-type: none"> <li>Attempts to make simple links between paragraphs</li> <li>Use of commas after fronted adverbials</li> <li>Decisions about writing are based on awareness of audience and purpose</li> </ul> | <ul style="list-style-type: none"> <li>Uses vocabulary which is appropriate to task, audience and purpose</li> <li>Decisions about writing are based on awareness of audience and purpose</li> </ul> |
| SPELLING                                       | <ul style="list-style-type: none"> <li>Words ending in '-sion'</li> <li>Words ending in '-ous'</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>Words ending in '-ous' where the ge from the root word remains</li> <li>Words where a suffix is added to words ending in 'y'</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Words ending in '-ious' and 'eous'</li> <li>Challenge Words</li> </ul>                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Words where 'au' makes an /or/ sound</li> <li>Words ending in '-tion'</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>Words ending in '-sion'</li> <li>Words ending in '-cian'</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Challenge Words</li> </ul>                                                                                                                                    |
| KEY VOCABULARY                                 | <ul style="list-style-type: none"> <li>Paragraph links</li> <li>Comma</li> <li>Fronted adverbials</li> <li>Apostrophes</li> <li>Singular/plural possession</li> <li>Diary</li> </ul>                                          | <ul style="list-style-type: none"> <li>Subordinate clauses</li> <li>Comma</li> <li>Fronted adverbials</li> <li>Standard English</li> <li>Non-chronological report</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Noun phrases</li> <li>Modifying adjectives, nouns and preposition phrases</li> <li>Paragraph links</li> <li>Grammar and vocabulary changes</li> <li>Setting description</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Subordinate clauses</li> <li>Comma</li> <li>Fronted adverbials</li> <li>Standard English</li> <li>Biography</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Paragraph links</li> <li>Comma</li> <li>Fronted adverbials</li> <li>Audience</li> <li>Purpose</li> <li>Narrative</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Task, audience, purpose</li> <li>Letter</li> <li>Make a difference</li> </ul>                                                             |
| OUTCOMES:                                      | 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.                                                                                                                                                                               | Letter to a politician, or other person with influence, to encourage them to help those who                                                                                                          |

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|  |  |  |  |  |  | might feel invisible OR to 'make a difference' in our local area. |
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| Summer Term                                    |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                       |
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| DURATION                                       | 2 weeks                                                                                                                                                                                                                                                                                               | 2 weeks                                                                                                                                                                                                                                                                                               | 2 weeks                                                                                                                                                                                                                                                                                                                                        | 2 weeks                                                                                                                                                                                                                                                                                               | 1 week                                                                                                                                                                                                                                                                                                 | 2 weeks                                                                                                                                                                                                                                                                                                               |
| CLASS TEXT                                     | The Last Firefox                                                                                                                                                                                                                                                                                      | The Last Firefox                                                                                                                                                                                                                                                                                      | The Last Firefox                                                                                                                                                                                                                                                                                                                               | The Last Firefox                                                                                                                                                                                                                                                                                      | Flower Block                                                                                                                                                                                                                                                                                           | Flower Block                                                                                                                                                                                                                                                                                                          |
| VOCABULARY, GRAMMAR AND PUNCTUATION OBJECTIVES | <ul style="list-style-type: none"> <li>Organises paragraphs around a theme</li> <li>Uses subordinate clauses and fronted adverbials which are correctly punctuated using commas</li> <li>Punctuates direct speech correctly, using commas after reporting clause and new speaker, new line</li> </ul> | <ul style="list-style-type: none"> <li>Uses a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)</li> <li>Organises paragraphs around a theme</li> <li>Uses the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul> | <ul style="list-style-type: none"> <li>Uses subordinate clauses and fronted adverbials which are correctly punctuated using commas</li> <li>Writes non-narratives using appropriate organisational devices</li> <li>Uses a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)</li> </ul> | <ul style="list-style-type: none"> <li>Use a varied and rich vocabulary</li> <li>Punctuates direct speech correctly, using commas after reporting clause and new speaker, new line</li> <li>Uses dialogue to convey character</li> <li>Creates settings, characters and plot in narratives</li> </ul> | <ul style="list-style-type: none"> <li>Writes non-narratives using appropriate organisational devices</li> <li>Assesses the effectiveness of their own and others' writing and suggests improvements</li> <li>Uses the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul> | <ul style="list-style-type: none"> <li>Use a varied and rich vocabulary</li> <li>Uses a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)</li> <li>Organises paragraphs around a theme</li> <li>Creates settings, characters and plot in narratives</li> </ul> |
| SPELLING                                       | <ul style="list-style-type: none"> <li>Words that are adverbs of manner</li> <li>Words that are homophones</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Words spelled with 'c' before 'i' and 'e'</li> <li>Words containing 'sol' and 'real'</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>Words containing 'phon' and 'sign'</li> <li>Words with the prefixes 'super-', 'anti-' and 'auto'</li> </ul>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Words with the prefix 'bi-'</li> <li>Words containing an apostrophe for possession</li> </ul>                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Challenge words</li> <li>Revision of spelling patterns learned in Stage 4</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Challenge words</li> <li>Revision of spelling patterns learned in Stage 4</li> </ul>                                                                                                                                                                                           |
| KEY VOCABULARY                                 | <ul style="list-style-type: none"> <li>Paragraph theme</li> <li>Subordinate clauses</li> <li>Fronted adverbials</li> <li>Commas</li> <li>Direct speech</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Sentence structures (simple, compound, complex)</li> <li>Paragraph theme</li> <li>Dictionary</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Subordinate clauses</li> <li>Fronted adverbials</li> <li>Commas</li> <li>Organisational devices</li> <li>Conjunctions</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Direct speech</li> <li>Reporting clause</li> <li>Dialogue</li> <li>Character</li> <li>Plot</li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li>Non-narrative</li> <li>Organisational devices</li> <li>Improvements</li> <li>Dictionary</li> <li>Design</li> <li>Explanation</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Description</li> <li>Setting</li> <li>Vocabulary</li> <li>Conjunctions</li> <li>Range of sentence structures</li> </ul>                                                                                                                                                        |

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|           | <ul style="list-style-type: none"> <li>• Reporting clause</li> <li>• Character profile</li> </ul> | <ul style="list-style-type: none"> <li>• Persuasive speech</li> </ul>                     | <ul style="list-style-type: none"> <li>• Sentence structures (simple, compound, complex)</li> <li>• Non-chronological report</li> </ul> | <ul style="list-style-type: none"> <li>• Narrative</li> </ul>                                   |                                                                  | <ul style="list-style-type: none"> <li>• Paragraphs</li> </ul> |
| OUTCOMES: | Character profile - write the 'back story' of Charlie and why he finds life a bit scary.          | Persuasive speech to school/Government outlining the policies you'd set to stop bullying. | Non-chronological report about a nocturnal animal/fantasy creature (like the firefox).                                                  | Narrative - write their own fantasy adventure based on the idea of finding your own inner fire. | Detailed plan and explanation of their own design for a rooftop. | Descriptive writing of their magical room.                     |