

## English Long Term Plan Year 4 Narratives.

**2021-2022**

<b>Text Type:</b>	<b><u>Traditional tales</u></b>	<b><u>Myths and Fantasy</u></b>	<b><u>Writing and performing a play</u></b>	<b><u>Settings within Fiction</u></b>
<b>Suggested Texts</b>	Gregory cool Mufaro's beautiful daughters Grandpa's Indian summer Encore Grace! Oranges in no man's Broken glass Akimbo and the Lion	The Orchard Book of Greek Myths The Greek News The Egyptian Echo Arthur and his Knights English myths and legends	Let's Go To London White Wolves Stand Up for Your Rights The Twits The Witches A Christmas Carol	The Lion and the Unicorn The Egyptian Cinderella Big Blue Whale
<b>Writing Outcome Suggestion</b>	Using conventions of a traditional story create a new version of a tale using stock characters or another perspective.	To rewrite a Greek myth using stereotypes and changing the setting/characters.	Compare dialogue and play scripts. Write and perform play scripts based on a series of plays or adapted from a chapter from a story	Explore familiar settings and themes in stories. Write a new story which compares different settings within fiction.
<b>Grammar</b>	Fronted adverbials Use of paragraphs to organize ideas around a theme Wide range of openers and conjunctions. Prepositional phrases.	Use of paragraphs to organize ideas around a theme Use of archaic language Adverbials Expanded noun phrases Fronted adverbials Determiners	Standard English forms for verb inflections instead Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Preposition phrases The grammatical difference between plural and possessive	Use of paragraphs to organize ideas around a theme Noun phrases expanded by the addition of modifying adjectives, nouns. Determiners
<b>Punctuation</b>	Use of commas after fronted adverbials Use of inverted commas and other punctuation to indicate direct speech.	Possessive apostrophes Inverted commas for direct speech.	Possessive apostrophes Apostrophes for omission	Possessive apostrophes including in plural words I use punctuation correctly to indicate direct speech I use commas after fronted adverbials.
<b>Text level features</b>	Create sentences with fronted adverbials  Use commas to mark clauses in complex sentences	Write a story plan for own narrative using themes from reading but substituting different characters and or changing the setting	Listen to, read and discuss a range of plays  Analyse and evaluate texts looking at language, structure and presentation.	Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

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	<p>Discuss and record ideas for planning e.g. chunk a plot</p> <p>Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust</p> <p>Explain the meaning of key vocabulary within the context of the text</p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence</p>	<p>Plan texts into paragraphs to distinguish between different information, events or processes</p> <p>Improve the cohesion through the use of adverbs.</p> <p>Use paragraphing to present dialogue in narratives</p> <p>Use words and phrases selected from reading for description</p> <p>Using notes from reading focus on small details to evoke sympathy or dislike of characters</p>	<p>Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Appropriate punctuation within a play such as colons, brackets and exclamation marks.</p> <p>Stage directions using brackets and adverbials for setting.</p>	<p>Discuss and record ideas for writing.</p> <p>Collect rich and varied vocabulary to be applied in writing.</p> <p>Compose and rehearse sentences orally.</p> <p>Visualise the setting to help describe key details.</p> <p>Write own examples of descriptive, expressive language based on those read.</p> <p>Use adverbs and conjunctions to establish cohesion within paragraphs.</p>
<b>Spelling</b>				
<b>Handwriting</b>				

## English Medium Term Plan Year 4 Non-Fiction.

**2021-2022**

<b>Text Type:</b>	<b>Information Texts</b>	<b>Non-chronological report</b>	<b>Newspapers and journalism</b>	<b>Persuasive writing</b>
<b>Suggested Texts</b>	Understanding Your Muscles and Bones Homelessness by Libby Hathorn The Widow's Broom Prejudice - being different/misunderstood by Chris Van Allsburg	Children investigate non-chronological reports. They could discover exciting facts about British wildlife, climate change or movements within history.	Current newspapers First News for kids Ancient Echo Range of newspaper articles online adapted for features.	Should we pay for plastic bags? Why recycling is important? Why dogs are better than cats?
<b>Writing Outcome Suggestion</b>	Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.	Children create a report around a certain topic or area using specific vocabulary and conventions of a report.	Children read a range of journalism texts and use the conventions to produce their own report on an event or story.	Analysing different persuasive writing. To persuade us to be for or against a topic or idea.
<b>Grammar</b>	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms.	Noun phrases expanded by the addition of modifying adjectives, nouns. Fronted adverbials. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Pronouns and types of nouns Wider range of conjunctions (e.g. when, if, although). Plural and possessive –s e.g. The school's gate is open / There are four schools in our town. Reported and direct speech.	I use a wider range of conjunctions (e.g. when, if, although) to extend my sentence by adding another clause (idea).  Choose nouns or pronouns appropriately in my writing to make it easier to read.  Expanded noun phrases e.g. the strict maths teacher with curly hair.
<b>Punctuation</b>	Apostrophes to mark singular possession and contraction. Colons for lists. Commas for lists.	Colons for lists and introductions. Commas for lists and clarity.	Commas for clarity and to separate clauses. Commas for lists. Apostrophes	Possessive and plural use of apostrophes

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<b>Text level features</b>	<ul style="list-style-type: none"> <li>• Notetaking: to edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reasons for editorial choices.</li> <li>• To use modal and imperative verbs within writing.</li> <li>• To use appropriate punctuation for lists such as commas and colons.</li> <li>• To appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list;</li> <li>• To prepare for factual research by reviewing what is known, what is needed, what is available and where one might search;</li> <li>• To scan texts in print or on screen to locate key words or</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise a sentence or paragraph by identifying the most important elements</li> <li>• Generate ideas relevant to a topic by brainstorming, word association</li> <li>• Consider effective ways of planning a report</li> <li>• Determine importance of materials collected and how this will be represented in the final outcome.</li> <li>• Re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions.</li> <li>• Identify the intended audience and consider level of formality/technical language required</li> <li>• Note-making: to edit down a sentence or</li> </ul>	<ul style="list-style-type: none"> <li>• To identify different types of text, e.g. their content, structure, vocabulary, style, layout and purpose;</li> <li>• To identify features of non-fiction texts in print and IT</li> <li>• To select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information;</li> <li>• To understand and use the terms 'fact' and 'opinion'; and to begin to distinguish the two in reading and other media;</li> <li>• To identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines;</li> <li>• To write newspaper style reports, e.g. about school events</li> </ul>	<ul style="list-style-type: none"> <li>• Points in order to plan how a particular view can most convincingly be presented</li> <li>• Consider level of formality/technical language required</li> <li>• Collect and summarise ideas from different sources to write a convincing and informative non-narrative text.</li> <li>• Compose and rehearse sentences orally</li> <li>• Use simple organisational devices [for example, headings and sub-headings]</li> <li>• Use adverbs and conjunctions to establish cohesion within paragraphs</li> <li>• Use graphs, images, visual aids to make the view more convincing</li> <li>• Use questions to interest the reader</li> <li>• Assess the effectiveness of own and others' writing</li> </ul>
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## English Medium Term Plan Year 4 Non-Fiction.

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	<p>phrases, useful headings and key sentences and to use these as a tool for summarising text;</p> <ul style="list-style-type: none"> <li>To mark extracts by annotating and by selecting key headings, words or sentences.</li> <li>To understand the significance of word order.</li> </ul>	<p>passage by deleting the less important elements.</p> <ul style="list-style-type: none"> <li>Use description to add detail rather than to elicit an emotional response</li> <li>Use questions to interest the reader.</li> <li>Include tables, diagrams or images that add or summarise information</li> <li>Edit down a sentence or passage by deleting the less important elements</li> </ul>		<p>and suggest improvements</p> <ul style="list-style-type: none"> <li>Investigate how the same subject is referred to in many different ways in some persuasive texts in order to make it sound more appealing or grand.</li> </ul>
<b>Spelling</b>				
<b>Handwriting</b>				

## English Medium Term Plan Year 4 Poetry

2021-2022

Text Type:	Classic Poetry	Poetry – themes and structures
<b>Suggested Texts</b>	A book of very short poems Michael Harrison The poetry chest John Foster, The works ; poems chosen by Paul Cookson	Poetry Patterns by Fiona Water, A book of very short poems by Michael Harrison, Poets writing in a variety of forms by Wes Magee, Teasing tongue twisters by John Foster,
<b>Writing Outcome Suggestion</b>	Using structure of classical poems to create a version of a poem which is performed out loud off by heart.	Read and recite poetry off by heart including creating a version of my own.
<b>Grammar</b>	Noun phrases expanded by the addition of modifying adjectives, nouns Fronted adverbials [for example, Later that day, I heard the bad news.] Preposition phrases (e.g. the teacher expanded to: the strict math’s teacher with curly hair)	Use suffixes to understand meanings e.g. –ation, -tion, –ssion, -cian. –sion.
<b>Punctuation</b>	Use of commas after fronted adverbials	Use punctuation to determine intonation and expression when reading aloud to a range of audiences. <u>Use apostrophes for singular and plural possession</u>
<b>Text level features</b>	<ul style="list-style-type: none"> <li>• Discuss and propose changes to own and others’ writing with partners/small groups.</li> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> <li>• Listen to, read and discuss a classic narrative poem.</li> <li>• Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination.</li> <li>• Explain the meaning of key vocabulary within the context of the text.</li> <li>• Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images.</li> <li>• Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>• Learn a range of poems by heart and rehearse.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>• Generate and select from vocabulary banks.</li> <li>• Use different sentence structures.</li> <li>• Use paragraphs to organise writing in fiction and non-fiction texts.</li> <li>• Listen to, read and discuss poetry in different forms.</li> <li>• Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.</li> <li>• Identify, discuss and collect effective words and phrases e.g. metaphors, similes.</li> </ul>

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<b>Spelling</b>		
<b>Handwriting</b>		