

## Holtsmere End Junior School

### English Long Term Plan – Year 4

Term	Autumn			Spring			Summer		
Genre	Poetry - Free Verse riddle Kennings Descriptive Poems – Flint Christina Rossetti The Moon Judith Nicholls The Blue Bottle Judith Nicholls Shadow by John Cotton Giraffe Riddle	Traditional tales Myths (quests) Quests from Greek Origin Jason and the Golden Fleece 12 Labours of Hercules  Mythical Creatures- The Lava Monster  Take one book- Zaraffa Giraffa	Report (non-chronological and chronological) Instructional Reports Newspapers Leaflets (persuasive language)  Real Sources Hogwarts Report (Hamilton) Based on a trip that children will go on  Christmas – story of St. Nicolas Comparison of an Australian Christmas vs a British Christmas	Poetry – Free Verse and narrative  Winter Poems- When skys are low and days are dark.	Narrative – Play and story settings  Fanstastic Mr. Fox Little Red Riding Hood	Non-Fiction – Persuasion  Are zoos good or bad? Children look at information to help them decide their own opinion on this matter, beginning with Zoo by Anthony Browne and Rainbow Bear by Michael Morpurgo before moving on to analysing different persuasive writing. Finally they will write to persuade us to be for or against zoos!  Toys for adverts Adverts for food	Poetry – Free Verse and Performance poetry Limmericks  Edward Lear Limmericks  The Pobble Limmerick Story  The Jabberwocky	Fiction – stories with a theme Aboriginal stories  The Rainbow Snake The Rainbow Bird The Dolphin Messenger Toki (Literacy Shed)  Country by Margy Burns Knight, Mufaro’s Beautiful Daughters retold by John Steptoe and The Pot of Wisdom – Ananse stories retold by Adwoa Badoe	Non fiction Explanation and Discussion  Sharks (facts) – National Geographic Robots Extreme Sports – Go Turbo Reciprocal Reader Roller Coaster - Go Turbo Reciprocal Reader
Class Reader (All Real Books)	<i>How to Train your Dragon</i> Cressida Cowell <i>The Chronicles of Narnia: The Lion, the Witch and the Wardrobe</i> by C. S. Lewis (Take One Book)			<i>The Butterfly Lion</i> by Michael Morpurgo <i>The Willow Pattern (Take One Book)</i> by Allan Drummond			Billionaire Boy by David Walliams Journey to Jo’burg (Take One Book) by Beverley Naidoo		
Reading Skills	- Choice of language Discussion – Justify Views	Inference Discussion	–Ask questions – Present or debate topics – Retrieve and Record information	– language structure and presentation	– Inferences -Prediction	– Distinguish between fact and opinion -Understanding the different purpose and layout of texts	– language ,structure and presentation	– <i>Inference</i> – <i>understanding through discussion</i>	– Debate and discussion – justifying my views
Reciprocal Reading Sessions	<b>Poems about witches</b>  <b>Music Tony Mitton</b>	<b>Icarus ( Shortened version)</b>  <b>Beast Quest Extract</b>	<b>Shanghai Party for Jin Mao</b> <b>Tower Record Breakers</b>	<b>The Tale of Custard the Dragon</b> by Ogden Nash	<b>The Hill of the Red Fox</b> by Allan Campbell <b>McLean</b>	<i>Mr Munchy’s Eating Place</i>  <i>Film</i>	Hot Food Michael Rosen	<i>Buddy</i> by Nigel Hinton  <i>Double Act</i> by	<i>Tetra Pak</i>  <i>Football the Global Game</i>

	Autumn Gilt Valerie Bloom	How to Train your Dragon (extract from class text)	Paragliding BBC Women's footballer of the year Mummies	Fireworks James Reeves	Danny Champion of the World The Wonderful Smells Julia Donaldson	Advertisements	Hedgehog Hiding at Harvest in Hills above Monmouth The Music Lesson Rap By Clare Bevan	Jacqueline Wilson War Boy Michael Foreman	Choosing a bike SWL Saviours of Wildlife
Unaided Writing	1 <sup>st</sup> - Quest/myth story 2 <sup>nd</sup> - Newspaper report – children in need 2 <sup>nd</sup> – Letter			1 <sup>st</sup> – Advert (Snack attack) 2 <sup>nd</sup> – Whether there should be a zoo or not		1 <sup>st</sup> – Descriptive piece based on aboriginal 2 <sup>nd</sup> - Narrative 2 <sup>nd</sup> – Explanation			
Grammar	<u>Autumn 1</u>  Poetry – <b> kennings</b> - include descriptive detail to evoke a setting and make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor . -Imitate poetic structures studied -Uses memorable or alliterative slogans (e.g. 'Happy Holidays at Hazel House')  Myths - sequences events clearly and shows how one event leads to another using appropriate conjunctions and adverbials. -imitates authorial techniques gathered from the reading of age-appropriate texts - <b>evaluates the effectiveness of own and others' writing and suggests improvements</b> - <b>Uses the grammatical terminology when discussing their writing:</b> determiner, pronoun, possessive pronoun, <b>adverbial</b> - <b>uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</b> e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair' - <b>uses inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas</b> e.g. The conductor shouted, "Sit down!" -Uses a new line for a new speaker when writing direct speech.  Take one book- Recapping grammar taught this half term.  <u>Autumn 2</u>  Non-chronological reports -Recapping year 3 statement- commas to mark grammatical			<u>Spring 1</u>  Poetry- Free verse - <b>includes descriptive detail to evoke a setting and make it more vivid using specific nouns, adjectives, - expanded noun phrases and figurative language including both simile and metaphor</b> -develops mood and atmosphere using a range of vocabulary, including figurative language, and sentence structures  Narrative- story settings - <b>includes character descriptions designed to provoke sympathy or dislike in the reader</b> -includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the...' - <b>Uses the grammatical terminology when discussing their writing: determiner, pronoun,</b> possessive pronoun, adverbial - <b>evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy</b> -proof reads for spelling and punctuation errors - <b>uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</b> e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair'  <u>Autumn 2</u>  Playscripts -selects appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition -Recapping year 3- apostrophes for contractions.		<u>Summer 1</u>  Poetry-Limmericks -imitates authorial techniques gathered from the reading of age-appropriate texts -includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the...'  Stories from another culture -Writes in a range of genres/forms taking account of different audiences and purposes - <b>sequences events clearly and shows how one event leads to another using appropriate conjunctions and adverbials</b> - <b>Uses the grammatical terminology when discussing their writing: determiner, pronoun, possessive pronoun, adverbial</b> - <b>includes character descriptions designed to provoke sympathy or dislike in the reader</b> - <b>includes descriptive detail to evoke a setting and make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor</b> -uses paragraphs to organise and sequence the narrative and for more extended narrative structures - <b>paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in planning uses inverted commas and other - punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas</b> e.g. The conductor shouted, "Sit down!" ☑ uses apostrophes to mark plural possession e.g. the girl's name, the girls' names			

	<p>boundaries within sentences/ using coordinating and subordinating conjunctions within sentences.</p> <p><u>Chronological reports</u>  <b>-organises or categorises information based on notes from several sources</b>  - uses fronted adverbials <i>e.g. Later that day, I heard the bad news</i>  -selects appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition  <b>-evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy</b>  -proof reads for spelling and punctuation errors  <b>groups information, often moving from general to more specific detail and examples or elaborations</b>  -Use commas after fronted adverbials</p> <p><u>Leaflets</u>  uses techniques to get the reader on side:  o adopts a friendly and informal tone  o <b>uses simple psychology to appeal to the reader's judgement</b> (<i>e.g. 'Everyone knows that ...', 'Nine out of ten people agree that ...', 'Choosing this will make you happy and contented', 'You'd be foolish not to sign up'</i>)  <b>Uses memorable or alliterative slogans</b> (<i>e.g. 'Happy Holidays at Hazel House'</i>)</p> <p><u>Story- grammar that needs recapping from the whole term.</u></p>	<p><u>Persuasion- adverts and letters</u>  - <b>organises or categorises information based on notes from several sources</b>  -uses techniques to get the reader on side:  <b>-addresses them directly</b> (<i>e.g. 'This is just what you've been waiting for'</i>)  -adopts a friendly and informal tone  - <b>uses memorable or alliterative slogans</b> (<i>e.g. 'Happy Holidays at Hazel House'</i>)  -<b>uses simple psychology to appeal to the reader's judgement</b> (<i>e.g. 'Everyone knows that ...', 'Nine out of ten people agree that ...', 'Choosing this will make you happy and contented', 'You'd be foolish not to sign up'</i>)  <b>-evaluates the effectiveness of own and others' writing and suggests improvements</b>  <b>-uses Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done</b>  -uses paragraphs to organise and sequence the narrative and for more extended narrative structures  <b>Sentence structure and punctuation</b></p>	<p><u>Summer 2</u></p> <p><u>Explanations</u>  -<b>organises or categorises information based on notes from several sources</b>  <b>Effect on audience</b>  - <b>groups information, often moving from general to more specific detail and examples or elaborations</b>  -organises or categorises information based on notes from several sources  - <b>evaluates the effectiveness of own and others' writing and suggests improvements</b></p> <p>☑ <b>uses fronted adverbials</b> <i>e.g. Later that day, I heard the bad news</i>  ☑ selects appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition  -uses commas after fronted adverbials  <b>-evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy</b>  proof reads for spelling and punctuation errors</p>
<p>Spelling</p>	<p>Recap Year 2 and Year 3  <b>Prefix –dis and -un</b>  <b>adds suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</b>  <b>knows the difference in meaning between taught homophones and near-homophones</b> <i>e.g. there/their/they're, quite/quiet</i>  <b>spells more words with contracted forms where the apostrophe represents an omitted letter or letters</b>  spells words with the /s/ sound spelt sc (Latin in origin)</p> <p><u>Poetry - Free Verse</u>  knows the difference in meaning between taught homophones and near-homophones <i>e.g. there/their/they're, quite/quiet</i>  -<i>au words</i></p>	<p>Year 4  <b>spells words with endings sounding like -sure, -ture, -sion</b>  <b>spells endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</b>  <b>spells words with the /ei/ sound spelt ei, eigh, or ey</b>  uses further prefixes and suffixes and understand how to add them  places the possessive apostrophe accurately in words with regular plurals  spells homophones</p> <p><u>Poetry – Free Verse and narrative</u>  spells words with endings sounding like -sure, -ture, -sion  -our and are near homophones</p>	<p>Year 4  spells words with the /k/ sound spelt ch (Greek in origin)  <b>spells words with the /ʃ/ sound spelt ch (mostly French in origin)</b>  <b>spells words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</b>  spells homophones (see NC English Appendix 1)  spells words that are often misspelt (English Appendix 1)  places the possessive apostrophe accurately in words with regular plurals  uses further prefixes and suffixes and understand how to add them</p> <p><u>Poetry – Free Verse and Performance poetry (Limericks)</u></p>

	<p><u>Traditional tales - Myths (quests)</u>  adds suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  Homophones and near homophones- where, were, we’re, wear</p> <p><u>Reports (Newspapers, Leaflets, Non-Chronological, Chronolgia, Instructional Reports)</u>  spells more words with contracted forms where the apostrophe represents an omitted letter or letters  Recap suffixes for past tense, i.e. ed.  spells words with the /s/ sound spelt sc (Latin in origin)  -sion endings  <b>-spells words with the /eɪ/ sound spelt ei, eigh, or ey</b></p>	<p><u>Narrative – Play and story settings</u>  spells endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian  -Classifying word classes.  -sure and ture suffixes review  -Independently using dictionaries</p> <p><u>Non-Fiction – Persuasion</u>  uses further prefixes and suffixes and understand how to add them  places the possessive apostrophe accurately in words with regular plurals  <b>spell words with a /sh/ sound spelt ch. (French Origin)</b></p>	<p>spells words with the /k/ sound spelt ch (Greek in origin)  le/el/al links to pobble  places the possessive apostrophe accurately in words with regular plurals</p> <p><u>Fiction – stories with a theme</u>  spells words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que  (French in origin)  places the possessive apostrophe accurately in words with regular plurals</p> <p><u>Non fiction - Explanation and Discussion</u>  spells words with the /ʃ/ sound spelt ch (mostly French in origin)  places the possessive apostrophe accurately in words with regular plurals  -tion and –sion endings</p>
Handwriting	<p><b>Year 3 Handwriting</b></p> <p>☑ <b>beginning to use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined</b></p> <p>☑ <b>increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</b></p>	<p><b>Year 4 Handwriting</b></p> <p>☑ <b>securing the use of the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined</b></p> <p>☑ <b>increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</b></p>	<p><b>Year 4 Handwriting</b></p> <p>☑ <b>securing the use of the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined</b></p> <p>☑ <b>increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</b></p>