

Eltham C of E Primary School
Year 4 English Long Term Planning

- This long term planning grid ensures coverage of the National Curriculum.
- The document should be used alongside the National Curriculum and Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text should be covered over the half term and writing outcomes over a 1-2 week teaching sequence.
- Where possible punctuation and grammar activities should be taught within the units and have been plotted where they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with Phase 5 and Phase 6 in Year 1 and 2 and from Years 3-6 Teachers follow the 'Twinkl' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).

Year group: 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
Whole text	Escape From Pompeii (historical)	Shackleton's Adventure Ice Palace (fantasy/adventure)	Beowulf (legend/epic narrative poem) Odd and the Frost Giants (Norse Mythology/European)		Krindlekrax	NEW: Hidden figures (African American/ women)
Writing outcomes	<ul style="list-style-type: none"> • Non Chronological Report: Volcanoes • Persuasion: advert to buy a house near a volcano • Narrative: setting description of the eruption of Vesuvius 	<ul style="list-style-type: none"> • Literary Recount- diary • Information: Multi Modal text: Survival guide-report/instructions/explanation • Narrative: dialogue 	<ul style="list-style-type: none"> • Narrative: Setting Description • Non Chronological report: Sutton Hoo (History) • Narrative: Character description • Narrative: retelling of the story from an alternative perspective 		<ul style="list-style-type: none"> • Literary recount: diary • Non-chronological Report: Bullying • Narrative: setting description that uses possessive apostrophes • Narrative: dialogue 	<ul style="list-style-type: none"> • Persuasion: Formal persuasive letter • Personal Recount: Biography
Composition	<p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To compose and rehearse sentences orally with an increasing range of sentence structures.</p> <p>To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts.</p>	<p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Discuss and record ideas.</p> <p>To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts.</p> <p>In narratives create interesting characters.</p>	<p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p> <p>To compose and rehearse sentences orally with an increasing range of sentence structures.</p> <p>In narratives, creating settings, characters and plot.</p> <p>To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts.</p> <p>Use paragraphs to organise ideas around a theme.</p>		<p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p> <p>In narratives create interesting settings, characters and plot.</p> <p>To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts.</p>

	In narratives, creating settings, characters and plot.				
<p>Punctuation Grammatical Terminology</p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Understand and use the word determiner.</p> <p>Choose pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Introduce types of pronouns and focus on possessive pronouns.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use inverted commas and other punctuation to indicate direct speech.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense</p>	<p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Choose pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use letters where they can include the first and second person.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use inverted commas and other punctuation to indicate direct speech.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>
Evaluate and Edit	Respond to the teacher's identified improvements and redraft accordingly. Evaluate and edit by:				

	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Presentation/ Handwriting	<p>Ensure the down strokes to letters are parallel and equidistant. Space lines of writing so ascenders and descenders of letters do not touch. Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to each other, are best left un-joined. Increase the legibility and consistency and quality of their handwriting.</p>
Spelling	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Reading						
<p>Whole Class Guided Reading Texts</p> <p><i>The teaching of DERIC skills through Whole texts/text extracts</i></p>	<p>D: Decoding words E: Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts) R: Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries). I: Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence). C: Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).</p>					
	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading
	Whole Text: Mr Stink by David Walliams		Whole text: Boy at the back of the class			
National Curriculum statements.	<p>Decoding (word reading) Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attitudes to reading Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read (E) Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination (E) (C) Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understanding reading Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (E) Asking questions to improve their understanding of a text (R) Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (I) Predicting what might happen from details stated and implied (I) Identifying main ideas drawn from more than one paragraph and summarising these (R) Identifying how language, structure, and presentation contribute to meaning (E) Retrieve and record information from non-fiction (R) Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					
Spoken Language/ Inc. Word aware techniques	<p>Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Select and use appropriate register for effective communication. Give well-structured explanations for different purposes. Use spoken language to imagine and explore ideas.</p>					

	<p>Consider and evaluate different viewpoints. Articulate arguments and opinions. Use spoken language to develop spoken language through speculation and exploring ideas. Participate in debate.</p>
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