



Wainwright Primary Academy
Year 4 English Long Term Planning 2017 - 2018



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Tell Me a Dragon Jackie Morris How to train your dragon Cressida Cowell	Beowulf	The Iron Man - Ted Hughes	Traction Man meets Turbo Dog	The Great Kapok Tree by Lynne Cherry	The Tin Forest by Helen Ward
Suggested final written outcome		Writing to: Character description Mini-saga	Writing to: Newspaper	Writing to: Create comics - digital literacy	Writing to: Building up a story	Writing to:
Non-fiction	Vikings	Anglo-Saxons				
Suggested final written outcome	Writing to: Short story	Writing to: Non- Chronological report			Writing to: Persuasive environmental	
Poetry	Dragon poetry - Pie Corbett	Christmas Poem-	The Coming of the Iron Man			



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Suggested final written outcome			Year 4 English overview			
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National Curriculum Overview - Year 4

By the beginning of year 4, decoding skills become increasingly secure; teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and reading silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt - see English appendix 1. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.



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Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.



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Key reading objectives in Year 4

Decoding	apply their growing knowledge of root words, prefixes and suffixes, 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
Range of 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
Familiarity with texts	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
Poetry and performance	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*recognising some different forms of poetry
Word meanings	using dictionaries to check the meaning of words that they have read
Understanding	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*asking questions to improve their understanding of a text*identifying main ideas drawn from more than one paragraph and summarising these
Inference	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	predicting what might happen from details stated and implied
Authorial intent	discussing words and phrases that capture the reader's interest and imagination*identifying how language, structure, and presentation contribute to meaning
Non-fiction	retrieve and record information from non-fiction
Discussing reading	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



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Key writing objectives in Year 4

Phonics and whole word spelling	spell further homophones• spell words that are often misspelt (Appendix 1)
Other spelling	use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals• use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• increase the legibility, consistency and quality of their handwriting
Contexts for writing	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning writing	discussing and recording ideas• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting writing	organising paragraphs around a theme• in narratives, creating settings, characters and plot• in non-narrative material, using simple organisational devices
Editing writing	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• proofread for spelling and punctuation errors
Performing writing	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Grammar	using fronted adverbials• difference between plural and possessive -s• Standard English verb inflections (I did vs I done)• extended noun phrases, including with prepositions• appropriate choice of pronoun or noun to create cohesion
Punctuation	using commas after fronted adverbials• indicating possession by using the possessive apostrophe with singular and plural nouns• using and punctuating direct speech (including punctuation within and surrounding inverted commas)



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Key sentence types in Year 4

Sentence type	Examples	Additional points to be taught through the sentence type
<p>2_ed Two related adjectives, each of which ends in -ed. Usually the adjectives will describe an emotion. Display a A-Z of -ed adjectives</p>	<p>Frightened, terrified, they ran from the creature</p>	<p>Ensure these are taught as adjectives NOT verbs Determiner - stands before any noun if necessary to enable the sentence to make sense (<i>the, a, this, my, any</i>)</p>
<p>Emotion word, (comma) sentences Does not conform with traditional subject-verb combination sentence Uses adjective to describe emotion, followed by a comma. Rest of sentence describes actions related to the opening emotive adjective. Placing the emotive adjective at the start of the sentence gives more weight to that word. Possible provide and A-Z of emotion words</p>	<p>Desperate, she screamed for help</p>	<p>Adverbial phrases Openers</p>
<p>2 pairs sentences Two pairs of related adjectives. Each pair is followed by a comma and separated by the conjunction and</p>	<p>Exhausted and worried, cold and hungry, they did not know how much further they could go</p>	<p>Varying sentence openers Expressing place and cause when using conjunctions</p>
<p>Short sentences Formed with one, two or three words. May be interjections requiring an exclamation mark. Model this sentence type in context. Elipsis marks may be used also to indicate a stutter</p>	<p>Then it happened</p>	
<p>De: De OR Description: Details sentences A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and second adds further details. Colon's function is to signal that information in</p>	<p>Snails are slow: they take hours to cross the shortest of distances</p>	<p>Relative clause - a subordinate clause that modifies a noun already mentioned (tells us more about the noun)</p>



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<p>second clause will expand on information in the first part of the sentence</p> <p>Once children have grasped this, the first clause could be an implied question, then the second an answer (see second example)</p>	<p>She wondered if it would ever end: it soon would, but not as s/he expected!</p>	<p>Snails are slow: they take hours to cross the shortest of distances</p> <p><u>Key:</u> Noun, Relative clause</p> <p>NB - sentence with relative clause may not be demarcated with a colon</p> <p>She got herself a cake that she had bought yesterday.</p> <p>Use of colon</p>
<p>Verb, person sentences</p> <p>A typical sentence (subject-verb) inverted, opening with a verb to give it greater importance/weight. Chosen verb is followed by a comma then the name of a person or personal pronoun (he, she, they it), followed by the remainder of the sentence</p>	<p>Flying, John had always been terrified of it</p>	<p>Choosing nouns or pronouns appropriately to within a sentence to avoid ambiguity and repetition</p> <p>Varying sentence starters</p>
<p>Ad, same ad sentences</p> <p>Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma.</p> <p>Once children have grasped this, introduce words other than because to bridge the sentence</p>	<p>He was a fast runner, fast because he needed to be</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p>
<p>BOYS sentences</p> <p>But, Or, Yet, So</p> <p>Two part sentence - first part ends with a comma and second part begins with a co-ordinating conjunction (BOYS)</p>	<p>He was a friendly man, but he could become nasty</p> <p>It was a warm day, yet the clouds gathered</p>	<p>Subordination using a subordinating conjunction (e.g. <i>when, if, that</i> or <i>because</i>) Co-ordination using a co-ordinating conjunction (e.g. <i>or, and</i> or <i>but</i>)</p> <p>Expressing place and cause when using conjunctions</p>
<p>Many questions sentences</p> <p>Initial question ending with a question mark, followed by a further phrase or single word which poses additional, related questions. Each additional word or phrase concludes with a question mark</p>	<p>Where is the treasure? the diamonds? the gold? the rubies?</p>	<p>Writing for effect</p>



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Beware of unnecessary capitalisation		
Double ly ending sentences Ends with two adverbs of manner. First part of this sentence type ends in a verb. Two adverbs of manner are then added to add precision to the sentence	The worried people ran quickly and purposefully He swam slowly and falteringly	Swapping adverbs and clauses
3 bad - (dash) question sentences Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. Impact is dramatic	Thirst, heatstroke, exhaustion - which would kill him first?	Using dashes as progression from a list sentence
Noun, which/who/where sentences Has an embedded/subordinate clause . Always begins with a noun which is followed by a comma then the embedded clause (the part of the sentence that can be omitted and the sentence would still make sense). The embedded clause ends, as it started, with a comma then the final part of the sentence adds some detail to the opening noun. A subordinate clause does not have to begin with <i>which</i> .	Cakes, which taste fantastic, are not so good for your health	
P.C. sentences (paired conjunctions) Some words demand a second second word in order to make sense - this is the essence of the paired conjunction. (BA) - both/and (NA) - not so/as (NN) - neither/nor (AA) - as/as	It was <i>both</i> cold <i>and</i> unpleasant for him to work there	Conjunctions
Italics 'stressed word' sentences Occurs in written dialogue and helps the reader to <i>hear</i> a word. Perfect to use when word processing.	John walked to the second floor window and leaned out as far as he could to watch the birds in the garden below. His mother looked at him in horror. "John, <i>please</i> ."	Italics



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Key language features in Year 4

Text Structure	Sentence Construction	Word Structure/Language	Punctuation
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<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun. Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road. Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions at underneath since towards beneath beyond</p> <p>Conditionals - could, should, would</p> <p>Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best</p> <p>Proper nouns-refers to a particular person or thing e.g. Monday, Jessica, October, England</p> <p>The grammatical difference between plural and possessive -s</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line</p> <p>Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural</p>
Text Structure	Sentence Construction	Word Structure/Language	Punctuation
Non-Fiction	-'ed' clauses as starters e.g.	Standard English forms for verb inflections instead of local spoken forms	



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<p>Introduce: Secure use of planning tools: Text map/ washing line/ 'Boxing -up' grid</p> <p>Paragraphs to organise ideas around a theme</p> <p>Logical organisation</p> <p>Group related paragraphs</p> <p>Develop use of a topic sentence</p> <p>Link information within paragraphs with a range of connectives.</p> <p>Use of bullet points, diagrams</p> <p>Introduction Middle section(s)</p> <p>Ending</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>Frightened, Tom ran straight home to avoid being caught.</p> <p>Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded '-ing' clauses as starters e.g.</p> <p>Grinning menacingly, he slipped the treasure into his rucksack.</p> <p>Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Drop in '-ing' clause e.g.</p> <p>Jane, laughing at the teacher, fell off her chair.</p> <p>The tornado, sweeping across the city, destroyed the houses.</p> <p>Sentence of 3 for action e.g.</p> <p>Sam rushed down the road, jumped on the bus and sank into his seat.</p> <p>The Romans enjoyed food, loved marching but hated the weather.</p> <p>Repetition to persuade e.g.</p> <p>Find us to find the fun</p> <p>Dialogue - verb + adverb - "Hello," she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p>(e.g. we were instead of we was, or I did instead of I done)</p>	
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NC Requirements Pupils should be taught to:	Years 3 and 4 For instance:
Listen and respond appropriately to adults and their peers	Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared Work in a variety of group situations following appropriate etiquette for group dynamics
Ask relevant questions to extend their understanding and knowledge	Generate questions to ask a specific speaker / audience in response to a talk / conversation Ask questions in direct response to something heard / presented
Use relevant strategies to build their vocabulary	To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects To use new vocabulary within the correct context Can discuss a wider range of topics which are perhaps
Articulate and justify answers, arguments and opinions	Can give answers to questions that are supported by justifiable reasons Can support own ideas and opinions with explanation
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Can develop ideas and feelings through sustained talk Can organise what they want to say so that it is clear to the listener Can give descriptions. Recall events / stories / recount experiences with some added detail to engage the listener
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Can show through the contributions made and questions asked that they have followed a conversation
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Develop ideas and expand on these building on what others say Adapt these ideas in light of new information
Speak audibly and fluently with an increasing command of Standard English	Can speak to a wider audience e.g whole school in assembly Can adapt speaking style to suit the audience
Participate in discussions, presentations, performances, role play, improvisations and debates	Prepare and present information orally Participate in discussions by listening to others and building on from what has been said Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate



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	feelings and emotions
Gain, maintain and monitor the interest of the listener (s)	Adapt language, tone and style to suit the purpose of the listener Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Take account of the viewpoints of others when building own arguments and offering responses
Select and use appropriate registers for effective communication.	Begin to adapt suitable styles of delivery dependent on task / audience Recognise how language choices vary in different situations