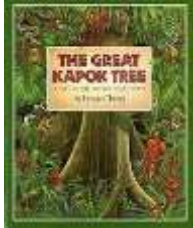


Year 4 English Long Term Plan

<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar objectives</u>
<p style="text-align: center;"><u>Autumn 1</u> <u>7 weeks</u></p>  <p style="text-align: center;">The Great Kapok Tree Lynn Cherry</p> <p style="text-align: center;">Fiction – other cultures</p>	Week 1	<p>Predictions for the text using front cover, blurb and images within the text.</p> <p>Reading VIPERS pages 1 -6.</p>	Story sequencing using illustrations from the text.	<ul style="list-style-type: none"> -Past tense -Chronological order 	To inform	<p>Writing simple sentences containing a subject, object and verb.</p> <p>Using coordinating and subordinating conjunctions.</p>
	Week 2	<p>Reading VIPERS pages 6 - 10</p>	Rainforest description	<ul style="list-style-type: none"> -Past tense -First person -Fronted adverbials -Prepositional phrases -Expanded noun phrases 	To entertain	<p>Fronted adverbials of place, time, manner, reason</p> <p>Expanded noun phrases – choosing appropriate adjectives</p>


See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

	Week 3		Story writing	<ul style="list-style-type: none"> -Fronted adverbials -Adjectives to describe characters and settings -Paragraphing -Choice of tense -Pronouns for cohesion 	To entertain	<p>Inverted commas.</p> <p>Converting text messages into direct speech remembering to include appropriate punctuation.</p>
	Week 4		Petition - to stop the rainforest being cut down	<ul style="list-style-type: none"> -ly words -exclamation marks -question marks -first person 	To persuade	<p>Rhetorical questions</p> <p>Imperative verbs</p> <p>Persuasive language</p>
	Week 5	Reading of other rainforest poetry to get ideas and inspiration.	Poetry – rainforest poems	<ul style="list-style-type: none"> -adjectives -similes -stanzas -metaphors 	To entertain	<p>What is a simile and how to use them.</p> <p>How to write in stanzas.</p>
	Week 6	ASSESSMENT WEEK	ASSESSMENT WEEK	ASSESSMENT WEEK		ASSESSMENT WEEK

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

	Week 7		Informal letter – experience of trip to Rio (topic writing)	-chatty tone -address -date -chronological order -Adverbials of time, place -sign off	To inform and entertain	Difference between formal and informal. Chatty language. Adverbials of place and time.
<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar objectives</u>
<u>Autumn 2 7 weeks</u>  Marcy and the Riddle of the Sphinx Joe Todd Stanton Historical fiction	Week 1	Predictions using the front cover/blurb and illustrations from the book. Reading VIPERS up to pg 13.	Thoughts and feelings of a character paragraphs.	-Past tense -Third person	To inform	Basic paragraphing – when to start a new paragraph. (Moving from thoughts to feelings.)
	Week 2	Reading pages with description of chosen characters and pulling out specific vocabulary to magpie.	Character Profile	-Paragraphing -Third person - Adjectives -Similes -Adverbials (position)	To inform	Similes to describe. Teach what a simile is and how we can use them effectively.
	Week 3	Reading pages specific to the journey to Egypt and pulling out specific vocabulary.	Journal entry describing journey to Egypt.	-Fronted adverbials -Expanded noun phrases -Paragraphing -Exclamation mark	To entertain and inform	Writing in the first person. Converting third person to first person.

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

				-First person		Use the book to locate information useful for journal entries and change it from third to first person.
	Week 4 and Week 5	Read pg 22 – 33. Write a summary paragraph. Read to the end of the book. Verbal VIPERS onto seesaw.	Non-Chronological Report	- Informal tone - Format using sub-headings - Paragraphs within sections - Question marks	To inform	Use of sub-headings to organise sections of writing.
	Week 6	ASSESSMENT WEEK	ASSESSMENT WEEK	ASSESSMENT WEEK		ASSESSMENT WEEK
<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar objectives</u>
<u>Spring 1</u> <u>6 weeks</u> 	Week 1	Background information about Antarctica (Where Antarctica is, the ocean, what animals live there, what is the weather like, climate?) Who was Robert Falcon Scott?	Persuasive letter – Why should you be chosen for a role on the Endurance's expedition?	- Time and reason adverbials - First person - Past tense	To persuade	Paragraphing Persuasive letter Writing in first person but past tense. Talking about what <i>you've done</i> previous experience

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

<p><i>Shackleton's Journey</i> William Grill</p> <p>Non-fiction – historical explorers</p>		<p>Read pages 1-4 of <i>Shackleton's Journey</i>. Glossary pull apart. Look at the key words.</p> <p>Read pages 5-8 focus on the job page. Why were these jobs important?</p>				<p>in the past and what you can bring to the job.</p>
	Week 2	<p>Read pages 9-12 Vipers – Construction of the ship</p>	<p>Instructions – preparing for you expedition Discuss what to take with you on your Arctic adventure. Why were these types of equipment needed? Show adventure book examples of layout and style.</p> <p>Weds/Thurs/Fri – Write instructions.</p> <p>Fri – Read on – pages 12-18</p>	<p>Grammar – Determiners and apostrophe for contraction.</p> <p>Poetry – expanded noun phrases.</p> <p>Senses</p>	To inform	<p>First person Fronted adverbials Chronological order</p>
	Week 3	<p>Mon – Read on pages – 19-24. Reading VIPERS</p>	<p>Descriptive writing using poetry to inspire vocabulary.</p>	<p>Expanded noun phrases.</p>	To entertain	<p>Adjectives</p>

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

		<p>Tues – Reading V I P E R S – pages 24-28</p> <p>Weds – Poetry focus on Isolation page 29 & 30. Look at excellent examples, focus on vocab.</p>	<p>Thurs/Fri – descriptive writing of the ship in isolation on the Weddell Sea.</p>	<p>Varied sentence lengths.</p>		<p>Varied sentence lengths</p>
	Week 4	<p>Mon – Read on – pages 30-36.</p> <p>Tues – Plan diary entry. Look at features of a diary. Excellent example (seesaw)</p>	<p>Weds – Fri – Diary entry. Writing from the perspective of one of the men on the ship.</p> <p>Where are you? Where have you been? What have you seen? Have you come into any difficulty? Are you okay?</p>	<p>Paragraphing Exclamation marks First person Past tense Expanded noun phrases – choosing adjectives carefully.</p>	<p>To inform</p>	<p>First person Past tense</p>
	Week 5	<p>ASSESSMENT WEEK</p> <p><i>Reading paper from...</i></p>	<p>Mon – Read on to page 44.</p> <p>SEND could go with an adult here and read these pages 41-42 and order pics corresponding with events – possible differentiated writing task</p>	<p>Present tense in summary</p>	<p>To discuss</p>	

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

			<p>for them? Stick pics in books and write what's happening?</p> <p>They could then do a description (similar to the descriptive writing task before) of page 45-46 or 49-50. Independently write sentences.</p>			
	Week 6	<p>Mon – Read to end of the book. Discuss – was it a success why/why not?</p>	<p>Tues – introduce newspaper reports. What are they? Have you seen one before? Look at examples, identify features and annotate examples. Take pics for seesaw. Plan newspaper report if time. If not, start Weds.</p> <p>Weds – finish off planning. Look at specific sub headings. What key information are you going to include to capture the <i>reader's attention?</i></p>	<p>Punctuation of direct and reported speech</p> <p>Fronted adverbials (time)</p> <p>Formal tone</p> <p>Past tense</p> <p>Expanded noun phrases</p> <p>Exclamation marks</p> <p>Chronological order</p>	<p>To inform/ To discuss</p>	<p>Formal language</p> <p>Chronological order – time order when things happened.</p> <p>Recalling key events</p> <p>Fronted adverbials – time (where was it happening? Be specific</p>


See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

			<p>Newspaper report of the journey – it was a failure but a success. It would definitely have made the newspapers!</p> <p>There will be reports from the time to look at too as examples of language of the time period (for your more able) and newspaper features.</p> <p>Thurs- Start writing</p> <p>Fri – continue writing.</p>			
<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar objectives</u>
<u>Spring 2</u> <u>6 weeks</u>	Week 1	Plan story (use story mountain planning sheet). Focus on what the boy can see, where might the hole lead too?	Story writing – Where might the hole lead too? What might be down there? Who might be there? Will it be a nice place?	Third person pronouns Prepositions – What did the boy fall onto?	To entertain.	Prepositions Third person pronouns Senses

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

 <p>Stone Age Boy Satoshi Kitamura</p> <p>Historical fiction</p>		<p>Predictions using the front cover and blurb. Use the title to create ideas.</p> <p>Begin reading the book to page 11. Dialogue of main characters having a conversation. What might they be saying to each other?</p>		<p>Inverted comma rule – new line for a new speaker.</p>		
	<p>Week 2</p>	<p>Read up to page 17. Vipers page 12-17</p> <p>Fri – read page 18 & 19. Vipers page 18-19. Prediction paragraph</p> <p>SEN – vipers, prediction sentences. What is going to happen next? Why?</p> <p>Plan instructions</p>	<p>Instructions</p> <p>Tues – planning instructions. Focus on time adverbials. Give children example instruction paragraph, add in mistakes (no time adverbials). Focus on chronological order. Can children pick out the instructions and write them in order underneath. Discuss time adverbials (recap), why do we need them, give examples.</p>	<p>Time adverbials Prepositions</p>	<p>To inform</p>	<p>Grammar Time adverbials Prepositions</p>

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

			<p>Weds/Thurs – write instructions</p> <p>Fri – prediction paragraph</p>			
	Week 3	<p>Mon – read up to page 23. Vipars 20-23.</p>	<p>Purpose – to inform audience – <i>boy's</i> parents/family</p> <p>Tues – features of an informal letter. Example letter pull apart, feedback what they found. Add to WW during lesson. Vocab section.</p> <p>Weds – recap book if needed. Informal letter plan</p> <p>Thurs – Start letter writing</p> <p>Fri – Continue letter writing</p>	<p>Grammar focus</p> <p>First person</p> <p>Determiners</p>	To inform	<p>Grammar focus</p> <p>First person</p> <p>Determiners</p> <p>Apostrophe for contraction/possession</p>
	Week 4	<p>Weds – read up to page 29</p> <p>Thurs & Fri – Read to the end of the book.</p>	<p>Purpose – to entertain</p> <p>Audience –</p>	<p>Grammar</p> <p>Expanded noun phrases</p>	To entertain	<p>Grammar</p> <p>Expanded noun phrases</p>

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

			<p>Mon – description of the cave (link with topic cave paintings) Look at excellent examples, example pull apart. Focus on the senses. Add ideas to WW.</p> <p>Tues – Start description writing</p> <p>Weds – finish description writing</p> <p>Thurs –</p> <p>Fri –</p> <p>Some SPAG or introduce play scripts Thurs/Fri</p>	<p>Prepositions</p> <p>Commas for lists</p>		<p>Prepositions</p> <p>Commas for lists</p>
	Week 5	<p>ASSESSMENT WEEK</p> <p><i>Reading paper from...</i></p>	<p>Thurs – alternative ending. Children to write an alternative ending to the book. Stick picture of the ending of the book where the Stone Age Boy is</p>		To entertain	

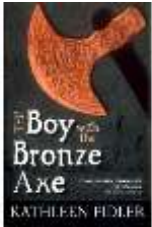
See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

			<p>falling 'down down down'. Focus on where the boy could have gone instead of going back home.</p> <p>Fri – Introduce playscripts. Discuss what a playscript is. Identify the different features found in a playscript. Children to annotate an example playscript (label features).</p>			
	Week 6		<p>Playscripts Mon – Write playscript – teacher model on the board first part of a playscript. Children carry on independently.</p> <p>Tues – finish off playscripts if needed. Children act out their playscripts (in pairs/groups). Children will take a picture of their playscript onto seesaw and record over it. Before the</p>	<p>Apostrophe for contraction</p> <p>Questions</p> <p>Exclamation marks</p> <p>Adjectives (describing appearance)</p>	To entertain	<p>Exclamation marks to clearly portray how the character is talking.</p> <p>Questions (why, what how, who?)</p> <p>Fronted adverbials – setting the scene. (In the distance).</p>

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar objectives</u>
<p><u>Summer 1</u> <u>6 weeks</u></p>  <p>The Boy with the Bronze Axe Kathleen Fidler</p> <p>Historical fiction</p>	<p>Week 1</p>	<p>Introduce children to the author Kathleen Fidler. Who is she? Where is she from? Has she written any other books?</p> <p>Read to the end of page 13. Children to write a prediction paragraph.</p> <p>Read to the end of pg 28 in chapter 2. Reading VIPERS into books.</p>	<p>Recount</p>	<p>-First person -Past tense -Chronological order using adverbs -Descriptive language</p>	<p>To inform</p>	<p>Paragraphing – when to start a new paragraph. Change of setting, subject etc.</p>
	<p>Week 2</p>	<p>Read all of chapter 3 and complete the VIPERS sheet.</p> <p>Read all of chapter 4 and write a summary paragraph.</p>	<p>Informal letter</p>	<p>-chatty tone -address -date -chronological order -First person -Past tense -Adverbials of time, place -sign off</p>	<p>To inform and entertain</p>	<p>Adverbials of place, time, reason. How to use each type and how we can use them in different parts of the sentence.</p>


See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

	Week 3		Story writing	-Adjectives -Expanded noun phrases -Fronted adverbials -Range of pronouns -Paragraphing -Adverbs of time, place, manner and reason	To entertain	Focus on using a range of pronouns to refer to characters in their story instead of using character names all the time.
	Week 4	Read all of chapter 4 as a class and answer reading VIPER questions into books. GD – summary paragraph. Read all of chapter 5 as a class discussing vocabulary and checking understanding. Verbal summary onto seesaw.	Eid was this week so there was no main writing task.	Eid was this week so there was no main writing task.		Eid was this week so there was no main writing task.
	Week 5	Recap chapter 5 with the children – feeds into diary writing.	Diary writing – A day in the life of Kali	-First person -Fronted adverbials -Adverbs of time, manner, place and reason	To entertain and inform	What a main clause is – teach that children cannot use a comma to separate two main clauses (sentences) this is called comma splicing.

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

Week 6						
Book Title and Genre	Term and Week	Reading and Poetry	Writing text types covered	Features of the text type for year group	Writing Purpose	Grammar objectives
<p><u>Summer 2</u> <u>6 weeks</u></p>  <p>The Brontës Anna Doherty</p> <p>Non-fiction – classic authors</p>	Week 1	<p>Predictions about the text using front cover/blurb and information about who the Brontës were.</p> <p>Reading up to and including pages about 'Glass Town'</p>	Informal letter – letter home from boarding school	<ul style="list-style-type: none"> -Noun phrases -Fronted adverbials -First person -Past tense -Chronological order -Paragraphing 	<p>To inform</p> <p>To entertain</p>	<p>Adverbials of place, time, reason.</p> <p>How to use each type and how we can use them in different parts of the sentence.</p> <p>Paragraphing – where to start a new paragraph and how to recognise this.</p>
	Week 2	<p>Reading VIPERS – read text until page titled '1845' when the poetry book is discovered.</p> <p>Read pages about how their books were published up until Charlotte and Anne go to London.</p> <p>Create comic strip to retell the pages read.</p>	Descriptive writing	<ul style="list-style-type: none"> -Noun phrases -Adverbials -Prepositional phrases -Writing in the present tense 	To entertain	<p>Fronted adverbials of place, time, manner, reason. How to use these effectively to make our writing interesting and vary sentence structure.</p> <p>Similes to describe and compare. Recap on what a simile is and teach how we</p>

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.

Writing Purpose: To entertain To inform To persuade

						can use these to describe too.
	Week 3	ASSESSMENT WEEK	ASSESSMENT WEEK	ASSESSMENT WEEK		ASSESSMENT WEEK
	Week 4	Recap what has been previously read and then read the rest of the text. Create timeline in books to summarise 5 chosen key points in chronological order. Reading of example comparative texts.	Comparative writing	-conjunctions -paragraphing -comparative adverbials -third person	To inform	Comparative adverbials and conjunctions. Teaching on what these are and working through example texts to locate them. Practise using them in sentences.
	Week 5	Reading of key pages with information about the Bronte sister they are writing a biography about. Children to identify the pages they need independently.	Biography	-proper nouns -paragraphing -third person -conjunctions -adverbials -chronological order	To inform To entertain	Writing in the third person. The book is written in this way so use the book to help. Organisation of paragraphs. When we start a new paragraph and how to organise writing.

See separate whole school overview document and medium term plans for spelling objectives. Our spellings are planned using Spell Zoo resources.