



St Edmund's and St Thomas' Catholic Primary School Y4 English Long Term Curriculum Plan



YEAR 4	Autumn 1 We Are Family The Princess and the Pea – Lauren Child The Pea and the Princess – Mini Grey The Secrets of Stonehenge – Mick Manning	Autumn 2 Journeys The Lion, The Witch and The Wardrobe – C S Lewis Poetry about travel Non-fiction text about Leeds/Liverpool canal	Spring 1 Objects/People Who Changed the World Matilda – Roald Dahl Oxford Roald Dahl Dictionary Roald Dahl magazine	Spring 2 Planet Earth Zoo - Anthony Browne King Arthur and the Knights of the Round Table – Marcia Williams	Summer 1 Can You help Me? Faery Tales – Carol Ann Duffy Voices in the Park – Anthony Browne	Summer 2 Wildlife Connections One Plastic Bag – Isatou Ceesay Poetry and information texts linked to the theme of conservation
Literary Form	Picture book, humour, archaic text, traditional tale with a twist, information text, captions and diagrams, subject specific vocabulary	Classic children's literature, poetry rhyme and rhythm, information texts, subject specific vocabulary	Novel, humour, dictionary, magazine (instructions, persuasive texts comic strips)	Picture book, 1 st person narrator, anthropomorphism, legend, comic strip,	Archaic text, intertextual, fantasy, poetic language, picture book, multiple viewpoints	Personal account, information text, subject specific language, information texts, formal language, poetry, simile, metaphor, rhyme
Link to Main NC Area of Learning	History	Geography		Science – Living Things and their habitats PSED	PSED	Science – Plants Living Things and their habitats RE – Our world
PSHE	Avoid making hasty judgements, be true to yourself	Family, betrayal, hope, temptation, duty	Loyalty, age/youth, family, kindness and thoughtfulness vs power/control	Isolation, loneliness, bullying, envy, , ecology, responsibility, making a difference , heroism, overcoming challenges	Fears and overcoming fears, loneliness, friendship, hope.	Pollution, responsibility, caring for the environment, taking action.
Reading	<p>Children continue to develop their fluency skills which in turn deepens their comprehension of texts. Fluency is developed through the use of effective word decoding strategies and increased word recognition (accuracy and automaticity). Children are also taught how to read with expression and intonation, applying the correct pace, phrasing, volume whilst paying attention to the punctuation and vocabulary in the text (prosody). Children follow the school's own scheme of work for reading using Reciprocal Reading technique: Predict, Clarify, Question and Summarise. Home reading is linked to the Accelerated Reading programme.</p> <p>Word Reading: Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. ir, il, sub, inter, auto, anti Use suffixes to understand meanings e.g. <i>tion, sion, ssion, cian, ation, ly, ous</i> Read and understand words from the statutory Year 3/4 National Curriculum word list</p> <p>Reading Comprehension: Make predictions - Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. Use information about characters to make plausible predictions about their actions. Use prior knowledge to support understanding - Link what they have read in a text to what they know, their own experience and their experience of reading similar texts. Use strategies to locate or infer the meaning of unfamiliar words Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them. Build a wide vocabulary - Identify, discuss and collect favourite words and phrases which capture the readers imagination or interest. Identify key vocabulary and discuss possible meanings. Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading. Use a dictionary effectively - Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly Ask questions to improve their understanding - Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text. Skim, scan and read closely - Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text Annotate text - Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful Summarise understanding - Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. Demonstrate understanding of stories, poetry and plays through retelling and reciting orally - Prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding. Develop and express their understanding - Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions. Justify their ideas about a text -Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it. Retrieve information from texts - Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically.</p>					
Reading linked to writing	Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explore narrative order (introduction, build up, crisis,	Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read.	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create	Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explore narrative order (introduction, build up, crisis, resolution, and	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish	Identify social, moral or cultural issues or themes in narratives. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts. Collect information to compare and contrast events, characters or ideas. Compare and contrast

	<p>resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</p> <p>Identify aspects or features that make a text entertaining.</p> <p>Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</p> <p>Explain how ideas are developed in non-fiction texts.</p>	<p>Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information.</p> <p>Deduce the reasons for the way that characters behave from scenes across a narrative and from what they say.</p> <p>Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts.</p> <p>Explain how ideas are developed in non-fiction texts.</p> <p>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</p>	<p>moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read.</p> <p>Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information.</p> <p>Identify aspects or features that make a text entertaining</p> <p>Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish</p>	<p>conclusion) and how scenes are built up and concluded through description, action and dialogue.</p> <p>Deduce the reasons for the way that characters behave from scenes across a narrative.</p> <p>Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.</p>	<p>Understand how writers use figurative and expressive language to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read.</p> <p>Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.</p>	<p>books and poems on similar themes.</p> <p>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</p> <p>Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</p> <p>Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search</p>
<p>Vocabulary, Grammar, Punctuation (and Spelling)</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), preposition, conjunction, determiner pronoun, possessive pronoun, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, direct speech, inverted commas</i> <i>consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound word</i></p> <p>Use the determiners 'a' or 'an' correctly.</p> <p>Extend the range of sentences with more than one clause, using a range of conjunctions including: although, when, if, because.</p> <p>Express time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Revisit using inverted commas to punctuate direct speech.</p> <p>Use the present perfect form of verbs instead of the simple past form.</p> <p>Choose nouns and pronouns for clarity, cohesion and to avoid repetition.</p> <p>Build vocabulary collect synonyms, antonyms and Imperative verbs.</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), preposition, conjunction, determiner pronoun, possessive pronoun, adverbial, fronted adverbial, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, direct speech, inverted commas</i> <i>consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound word,</i></p> <p>Recognise and use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Build vocabulary collect synonyms, antonyms and Imperative verbs</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), preposition, conjunction, determiner pronoun, possessive pronoun, adverbial, fronted adverbial, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, direct speech, inverted commas</i> <i>consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound word.</i></p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use inverted commas to punctuate direct speech and explore other forms of punctuation such as punctuation within inverted speech marks and a comma after the reporting clause.</p> <p>Build vocabulary collect synonyms, antonyms and Imperative verbs</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), preposition, conjunction, determiner pronoun, possessive pronoun, adverbial, fronted adverbial, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, direct speech, inverted commas</i> <i>consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound word,</i></p> <p>Expand noun phrases with the addition of modifying adjectives, nouns and prepositions.</p> <p>Spell words with suffixes: tion, sion, ssion, cian</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), preposition, conjunction, determiner pronoun, possessive pronoun, adverbial, fronted adverbial, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, direct speech, inverted commas</i> <i>consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound word,</i></p> <p>Consolidate Standard English forms for verb inflections .</p> <p>Revisit the use of paragraphs to organise ideas around a theme.</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), preposition, conjunction, determiner pronoun, possessive pronoun, adverbial, fronted adverbial, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, direct speech, inverted commas</i> <i>consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound word,</i></p> <p>Spell words with suffixes: ation, ly, ous, tion, sion, ssion, cian</p>

Writing: Transcription	Handwriting – follow Letter Join scheme Daily dictation. Spelling – follow RWI Spelling programme. Learn to spell National Curriculum CEW					
Writing: Composition	Read and analyse narrative and non-fiction texts in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative and non-fiction. Discuss and record ideas for writing using a planning frame (timeline) Collect and create vocabulary banks Compose complex sentences with adverb starters Develop settings and characterisation using vocabulary to create atmosphere. Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later...</i> , <i>Back at home...</i> Proof read to check for errors in spelling, grammar and punctuation.	Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss record and organise ideas using a planning frame Collect, create and use vocabulary banks. Write descriptions of settings selecting vocabulary to create atmosphere or suspense. Use nouns for precision. Compose sentences with fronted adverbials for when and where. Proof read to check for errors in spelling, grammar, vocabulary choices and punctuation.	Discuss the audience and purpose of the writing and record and organise ideas using a planning frame Develop settings and characterisation using vocabulary to create emphasis, humour and atmosphere Plan and write an opening paragraph which combines descriptions of setting and characters. Compose sentences with fronted adverbials for when and where. Improvise and compose dialogue. Collect, create and use noun phrase vocabulary banks. Proof read to check for errors in spelling, grammar, vocabulary choices and punctuation.	Discuss the audience and purpose of the writing and record and organise ideas using a planning frame Link ideas across paragraphs using fronted adverbials for when and where. Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i> . Collect, create and use noun phrase vocabulary banks. Use nouns for precision and description. Compose sentences with fronted adverbials for when and where. Compose dialogue to show how a character feels. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation.	Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative texts and apply aspects in own writing. Discuss and record ideas for planning using a range of formats. Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Plan and write an opening paragraph which combines descriptions of setting and characters. Improvise and compose dialogue, demonstrating an understanding of Standard and non-Standard English. Use paragraphs to organise writing in fiction. Link ideas across paragraphs using fronted adverbials for when and where. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation	Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative and non-fiction and apply aspects in own writing. Discuss and record ideas for planning using a range of formats. Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i> . Use paragraphs to organise writing in non-fiction texts. Use nouns for precision. Proof read to check for errors in spelling, grammar, vocabulary choices and punctuation. Use appropriate intonation, tone and volume to present their writing to a range of audiences.
Writing Outcomes	Character and setting descriptions Journal entries written in role Plan and write an alternative traditional tale Research and write an information leaflet/web page Instructions	Character profiles Setting descriptions Diary entries showing contrasting viewpoints Poem Information leaflet	Contrasting character descriptions Recount an event from a different viewpoint Plan and write a missing episode Playscript - scene Letter	Write a diary in role Letter of complaint Research and write a persuasive leaflet Plan and write a quest narrative for younger pupils.	Character descriptions Innovate and write own version of original story Recount the story of the park from one character's viewpoint filling in the missing details	Persuasive writing – letter, advert Research and write a non-chronological reports/magazine article Poem