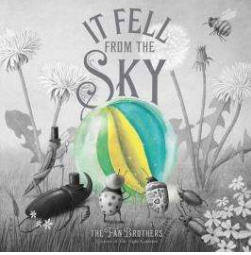
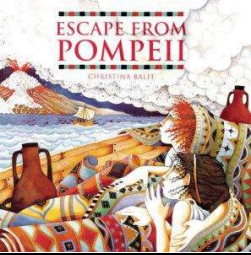
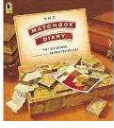
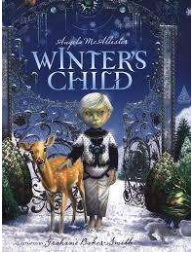

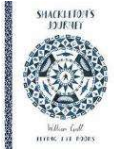

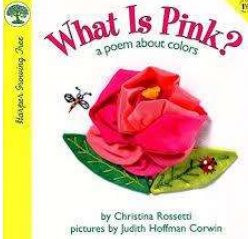
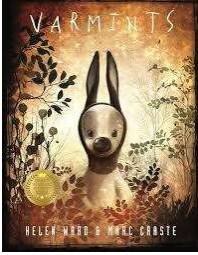
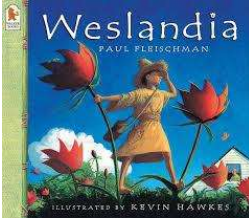
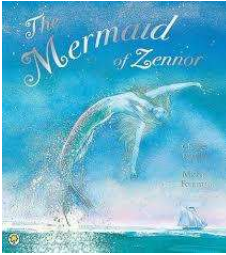


Year 4 Long Term Plan - English

<p>Fiction focus Non-fiction focus Poetry</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	<p>1. Writing to entertain</p> <p>2. Writing to entertain</p>	<p>1. Writing to inform</p> <p>2. Writing to entertain</p>	<p>1. Writing to entertain</p> <p>2. Writing to inform</p>	<p>1. Writing to entertain</p> <p>2. Poetry</p>	<p>1. Writing to inform</p>	<p>1. Writing to inform</p> <p>2. Writing to entertain</p>
Core Texts	<p>It Fell from the Sky</p>  <p>Escape From Pompeii</p> 	<p>The Matchbox Diary</p>  <p>The Winters Child</p> 	<p>Hansel and Gretel</p>  <p>Shackleton's Journey</p> 	<p>The Selfish Giant</p>  <p>Christina Rossetti – What is Pink?</p> 	<p>Varmints</p> 	<p>Weslandia</p>  <p>The Mermaid of Zennor</p> 
Short Burst Writing	<p>Character in role</p> <p>conversation</p> <p>Setting description</p> <p>Diary entry</p> <p>Story opening</p>	<p>Diary entry</p> <p>Object description</p> <p>Recount</p>	<p>Instructions</p> <p>Rhyming spell</p> <p>Letter</p> <p>Diary entry</p>	<p>Setting description</p> <p>Diary entry</p>	<p>Diary entry</p> <p>Instructions</p>	<p>Retelling</p> <p>Character description</p>

Final Outcomes	1. Object description 2. Setting description	1. Biography 2. Sequel narrative	1. Playscript 2. Newspaper Report	1. Narrative 2. Poem	1. Explanation of a life cycle	1. Non-chronological report 2. Own version legend
Authorial Intent	<p>Children understand the purpose of the piece they are writing. Children can engage in discussions around who their audience would be.</p> <p>Children select appropriate language to evoke emotion and create tension.</p> <p>Children can use prior knowledge of mood and imagery to describe a setting.</p> <p>Carefully select vocabulary which describes a historical setting.</p> <p>Children use mood to create a setting (colours, environment, comparisons).</p>	<p>Children understand the purpose of the piece they are writing. Children can engage in discussions around who their audience would be.</p> <p>By the end of the Autumn term, we would expect them to be emerging in these skills.</p> <p>Select information that is relevant to the reader in order to fit the purpose.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>Select and use the grammatical structures of a biography.</p> <p>Children can use conjunctions to show cause and effect.</p>	<p>Children understand the purpose of the piece they are writing. Children can engage in discussions around who their audience would be.</p> <p>Children select appropriate language to evoke emotion and create tension.</p> <p>Children understand how a character's experiences affect their actions.</p> <p>Children show the thoughts and emotions of a character through the use of dialogue.</p> <p>Children use language to show the relationship between characters.</p>	<p>Children understand the purpose of the piece they are writing. Children can engage in discussions around who their audience would be.</p> <p>Use familiar story structures to retell.</p> <p>Children will be able to sequence their writing so it takes the reader on a journey.</p> <p>Use senses and similes to describe a setting.</p> <p>To engage in discussions around 'mood' and what this means.</p> <p>By the end of the Spring term, we would expect them to be developing in these skills.</p>	<p>Children understand the purpose of the piece they are writing. Children can engage in discussions around who their audience would be.</p> <p>In non-narrative material, using simple organisational devices.</p> <p>Understand how writers can encourage an impersonal tone e.g. – The rider can rather than you can.</p> <p>Children show awareness of their audience through their selection of tier 2/3 vocabulary.</p> <p>Children can use conjunctions to show cause and effect.</p>	<p>Children understand the purpose of the piece they are writing. Children can engage in discussions around who their audience would be.</p> <p>By the end of the Summer term, we would expect them to be secure in these skills.</p> <p>Select information that is relevant to the reader in order to fit the purpose.</p> <p>Understand that in order to engage the audience, non-chronological reports should be structured by order of importance.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>Children choose appropriate verbs to</p>

		<p>Use familiar story structures, altering the ending.</p> <p>Children can identify the themes of a book.</p> <p>Children draw on the themes of a book to suggest a suitable ending.</p>	<p>Draw of the experiences of a character and select the key events with an awareness of audience.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>Children will be able to sequence their writing.</p> <p>Children can identify and select key facts (5Ws).</p> <p>Children can condense information to inform on the key facts.</p> <p>Children draw on the experiences of character's to engage the audience.</p>			<p>impact the audience.</p> <p>Children progress a narrative through the use of action.</p> <p>Children use language to show the relationship between characters.</p> <p>Children show the thoughts and emotions of a character through the use of dialogue.</p>
Skills Phase	<p>Use similes selectively to create imagery.</p> <p>Use adverbs understanding they can move to the start of a sentence.</p>	<p>Use paragraphing to group information.</p> <p>Apostrophes for possession – starter (revision)</p>	<p>Select vocabulary with positive and negative connotations to match a character.</p>	<p>Inverted commas to show character speaking.</p> <p>Children will use adverbs of manner including fronted adverbials.</p>	<p>Use paragraphing to group information.</p> <p>Select and use appropriate verbs and verb forms – progressive tense.</p>	<p>Understand the 4 sentences types (statement, question, command and exclamation) including rhetorical questions and</p>

	<p>Use a full range of subordinating conjunctions.</p> <p>Use prepositions (starter- revision).</p>	<p>Use present perfect tense.</p> <p>Use dialogue including speaker and the start and end. Some children may use split speech.</p> <p>Use prepositional phrases to add detail.</p> <p>Use similes appropriately to create an image.</p> <p>Using conjunctions (when, until, before).</p>	<p>Include prepositions as sentence openers.</p> <p>Use fronted adverbials followed by a comma.</p> <p>Use prepositional phrases to add detail.</p> <p>Use pronouns and nouns appropriately and varying them for clarity cohesion.</p> <p>Understand that paragraphing can be used to change events (introduction 5Ws, what happened, public opinion and quotes, what the outcome is/ what's happening now).</p> <p>Expanded noun phrases.</p> <p>Use and punctuate direct speech.</p> <p>Use a range of subordinating conjunctions.</p>	<p>Use prepositional phrases.</p> <p>Use similes.</p>	<p>Use conjunctions to show cause – consequently/ therefore/ as a result.</p>	<p>exclamation to exaggerate. Use a range of coordinating conjunctions.</p> <p>Expanded noun phrases using with.</p> <p>Use a range of subordinate clauses – if when although at the start and end of sentences.</p> <p>Use paragraphing to structure writing.</p>
Editing	<p>Children will develop as editors and should now begin to self-edit pieces of writing in detail.</p> <p>Children will be able to suggest vocabulary level changes such as verbs and adjectives to be more specific for the reader.</p>					

	They will also be able to suggest sentence level changes be that moving sentences within a paragraph to aid coherence (e.g in a setting description if they have written about the trees, then weather, then trees again this is not as coherent as it could be) or by moving elements of a sentence (e.g. moving the adverb to the start of the sentence or speaker to the start of the sentence to help set the tone Feverishly, she rowed.)
Spelling	Ed Shed – Spelling Bee