

Y4 English Long term Plan

Key Literature

Autumn

Terrible Tudors



Spring

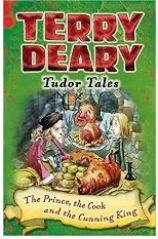
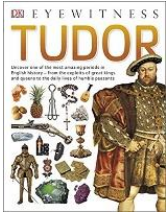

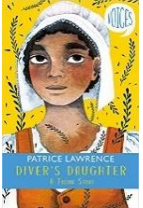
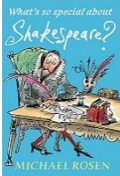
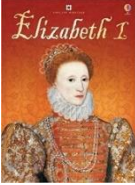
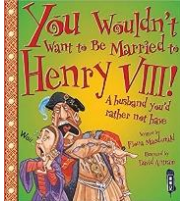
Raging Rivers, Majestic Mountains




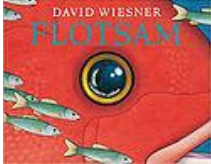

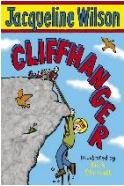
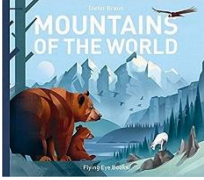
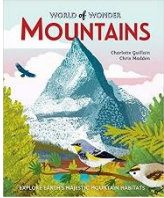
Summer

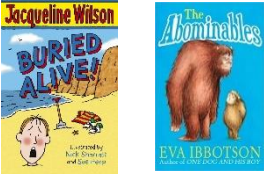
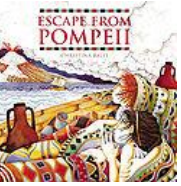


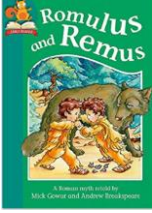


Romans



Topic	Terrible Tudors					
Term	Autumn 1			Autumn 2		
Writing Unit and Outcome (Entertain, inform, persuade)	Narrative To write a narrative set in Tudor times	Instructions Write instructions for a Tudor house/food	Poetry Read, write and perform Shakespearian poetry	Narrative To write a narrative retelling set in Tudor times	Biography To write a biography of William Shakespeare or another key Tudor figure	Recounts Write a recount of an event in Tudor times
Outcome details	To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.	Write a procedura/ text using a range of organisational devices and language to support clarity and cohesion.	Use a similar structure, vocabulary and grammar to poems studied. Use intonation, tone, volume and action	Plan and complete stories by identifying stages in the telling: introduction – build up – climax or conflict – resolution.	Write a biography based on their own notes from a variety of sources	Write the same event in a as a diary and as a letter
Key Text/Stimuli					 	

Grammar	<ul style="list-style-type: none"> Recap of key 3 objectives Inverted commas Conjunctions, adverbs, prepositions Paragraphs 	<ul style="list-style-type: none"> Paragraphs to organise ideas around a theme Apostrophes for plural possession Fronted adverbials 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases 	<ul style="list-style-type: none"> Fronted adverbials Commas after fronted adverbials. Noun phrases expanded by adjectives, nouns and preposition phrases 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences 	<ul style="list-style-type: none"> Fronted adverbials Commas after fronted adverbials. Apostrophes for plural possession Appropriate choice of pronoun or noun within and across sentences
Sentence Construction (Alan Peat)	<ul style="list-style-type: none"> 3 ed sentences Emotion word, 	<ul style="list-style-type: none"> Last word, first word Paired conjunctions 	<ul style="list-style-type: none"> Personification 	<ul style="list-style-type: none"> 3 ed sentences Emotion word, 2 adjective pairs 	<ul style="list-style-type: none"> Emotion word , Last word, first word 	<ul style="list-style-type: none"> Then and now sentences Emotion word, 2 adjective pairs
Reading Whole class reading texts - VIPERS						
Topic	Raging Rivers and Majestic Mountains					
Term	Spring 1			Spring 2		
Writing Unit and Outcome (Entertain, inform, persuade)	Narrative To write a narrative linked to text	Explanation Text Write an explanation linked to the water cycle/ rivers	Poetry Rhyming Couplets Write a personification poem linked to river	Play scripts Write a short playscript for a story or scene from a text	Non-Chronological Reports Write a report famous mountains around the world	Advert Write an advert for a mountain holiday resort/destination

Outcome details	Plan a complete story focusing on organisation devices eg times of day, repeated words and phrases, adverbial phrases and use of pronouns. To write setting and character descriptions	Write an explanation text in a personal and an impersonal style, adapting the use of language and grammar appropriately.	Use a similar structure, vocabulary and grammar to poems studied. Use intonation, tone, volume and action	A scene with different characters talking Beginning, Middle and End of story included Sound effects/reactions of actors – written in brackets within sentences	Write a comparative report based on their own notes taken from several sources.	Write an advertisement focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention
Key Text/Stimuli			The River – Valerie Bloom			
Grammar	<ul style="list-style-type: none"> • Fronted adverbials • Commas after fronted adverbials. • Noun phrases expanded by adjectives, nouns and preposition phrases • Punctuating speech using inverted commas 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Fronted adverbials • Commas after fronted adverbials. 	<ul style="list-style-type: none"> • Uses noun phrases with added prepositional phrase (e.g., the strict teacher with curly hair). • Identifies the determiner within the noun phrase. (a, an, the) 	<ul style="list-style-type: none"> • Apostrophes for plural possession • Appropriate choice of pronoun or noun within and across sentences 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Fronted adverbials • Commas after fronted adverbials 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Uses noun phrases with added prepositional phrase (e.g., the strict teacher with curly hair). • Fronted adverbials
Sentence Construction (Alan Peat)	<ul style="list-style-type: none"> • 3 ed sentences • Emotion word, • 2 adjective pairs • Personification 	<ul style="list-style-type: none"> • Last word, first word 	<ul style="list-style-type: none"> • Personification 	<ul style="list-style-type: none"> • Last word, first word • Then and now 	<ul style="list-style-type: none"> • Last word, first word • Paired conjunctions 	<ul style="list-style-type: none"> • Personification • Emotion word, • 2 adjective pairs

<p>Reading Whole class reading texts - VIPERS</p>						
<p>Topic</p>	<p>Roman Roamers</p>					
<p>Term</p>	<p>Summer 1</p>			<p>Summer 2</p>		
<p>Writing Unit and Outcome (Entertain, inform, persuade)</p>	<p>Narrative Write a retelling Setting descriptions</p>	<p>Biography Write a biography for a key figure during Roman times</p>	<p>Poetry Write Kennings poems linked to roman objects/weapons</p>	<p>Playscripts Create a playscript based on a Roman Myth</p>	<p>Leaflet Create a leaflet persuading people to join the Roman army</p>	<p>Letter Write a letter recounting an event</p>
<p>Outcome details</p>	<p>Plan and write a story where the main character faces a problem that needs to be resolved. Use different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood.</p>	<p>Write a biography based on their own notes from a variety of sources Organise paragraphs using sub-headings and other organisational techniques</p>	<p>Use a similar structure, vocabulary and grammar to poems studied. Use intonation, tone, volume and action</p>	<p>Use the features of a playscript to retell a myth</p>	<p>Create a leaflet focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.</p>	<p>Write a variety of recounts in different styles in the form of letters</p>
<p>Key Text/Stimuli</p>						

Grammar	<ul style="list-style-type: none"> • Fronted adverbials • Commas after fronted adverbials. • Noun phrases expanded by adjectives, nouns and preposition phrases • Punctuating speech using inverted commas 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences 	<ul style="list-style-type: none"> • Identifies the determiner within the noun phrase. (a, an, the) 	<ul style="list-style-type: none"> • Apostrophes for plural possession • Appropriate choice of pronoun or noun within and across sentences 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Uses noun phrases with added prepositional phrase • Fronted adverbials 	<ul style="list-style-type: none"> • Fronted adverbials • Commas after fronted adverbials. • Apostrophes for plural possession • Appropriate choice of pronoun or noun within and across sentences
Sentence Construction (Alan Peat)	<ul style="list-style-type: none"> • 3 ed sentences • Emotion word, • 2 adjective pairs • Personification 	<ul style="list-style-type: none"> • Emotion word , • Last word, first word 	<ul style="list-style-type: none"> • Personification 	<ul style="list-style-type: none"> • Last word, first word • Then and now 	<ul style="list-style-type: none"> • Personification • Emotion word, • 2 adjective pairs 	<ul style="list-style-type: none"> • Then and now sentences • Emotion word, • 2 adjective pairs
Reading Whole class reading texts - VIPERS	