



**LONG TERM PLANNING YEAR 4**

ENGLISH						
Spoken Word	Word Reading	Comprehension	Writing – Transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>retrieve and record information from non-fiction <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul>	<p><b>Spelling (see <a href="#">English Appendix 1</a>)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> </li> </ul>



**English Medium Term Plan**

**Year 4**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Spoken Word</b>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>select and use appropriate registers for effective communication.</li> </ul>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>					
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> </li> <li>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>retrieve and record information from non-fiction</li> </ul> <p>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.</p>					
<b>Writing-Transcription</b>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> </ul>
<b>Writing - Handwriting</b>	<ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>					
<b>Writing - Composition</b>	<ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> </ul>					

	<ul style="list-style-type: none"> <li>▪ discussing and recording ideas</li> <li>▪ draft and write by: <ul style="list-style-type: none"> <li>▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>▪ organising paragraphs around a theme</li> <li>▪ in narratives, creating settings, characters and plot</li> <li>▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>▪ evaluate and edit by: <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>▪ proof-read for spelling and punctuation errors</li> <li>▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>					
<p style="text-align: center;"><b>Writing – Grammar, Vocabulary &amp; Punctuation</b></p>	<ul style="list-style-type: none"> <li>▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>▪ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>▪ using conjunctions, adverbs and prepositions to express time and cause</li> <li>▪ using fronted adverbials</li> <li>▪ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ using commas after fronted adverbials</li> <li>▪ using and punctuating direct speech</li> <li>▪ using the present perfect form of verbs in contrast to the past tense</li> <li>▪ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ using conjunctions, adverbs and prepositions to express time and cause</li> <li>▪ using fronted adverbials</li> <li>▪ using commas after fronted adverbials</li> <li>▪ indicating possession by using the possessive apostrophe with plural nouns</li> <li>▪ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>▪ using the present perfect form of verbs in contrast to the past tense</li> <li>▪ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ using conjunctions, adverbs and prepositions to express time and cause</li> <li>▪ using fronted adverbials</li> <li>▪ indicating possession by using the possessive apostrophe with plural nouns</li> <li>▪ using and punctuating direct speech</li> <li>▪ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>