



Staniland Academy Y4 Long Term Planning for English

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Anglo Saxons	Farming in Lincolnshire	Rivers and Mountains	River and Mountains	Ancient Civilizations	Ancient Civilizations
Genres to be covered	<ul style="list-style-type: none"> • Older literature and stories with historical settings • Playscript <p>Visual literacy Cold Write</p>	<ul style="list-style-type: none"> • Explanation texts • Poetry creating images • Newspaper Report based on Wallace and Gromitt • Explanation text - Wallace and Gromitt 	<ul style="list-style-type: none"> • Letters - From the perspective of Edmund Hillary • Diary entry 	<ul style="list-style-type: none"> • Non chronological report - survival guide • Poetry • Persuasive text <p>WBW - Writing Task</p>	<ul style="list-style-type: none"> • Newspapers texts • Instructions 	<ul style="list-style-type: none"> • Stories from other cultures/fantasy narrative • Poetry <p>Visual Literacy (based on the cold write from Autumn 1)</p>
Curriculum Writing opportunities (min. 3 per term)	<ul style="list-style-type: none"> • Legacy of the Anglo-Saxons - Non-chronological report • Worldviews - Spirituality short burst • Science - Explanation of friction 	<ul style="list-style-type: none"> • Worldviews - expressing spirituality 	<ul style="list-style-type: none"> • Geography - To know how humans use mountains • Science - Investigational write-up on the states of matter 	<ul style="list-style-type: none"> • World views - interfaith organisations • Science investigation - rates of freezing 	<ul style="list-style-type: none"> • D&T - Project evaluations • Presentation about the impact humans have on the environment. 	<ul style="list-style-type: none"> • Presentation about ancient history. • Science - diary entry - journey of an apple through digestive system



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Resources (Texts/Visual Resources)	<ul style="list-style-type: none"> • <i>Beowulf by Michael Morpurgo</i> • <i>Beowulf playscript.</i> 	<ul style="list-style-type: none"> • Newspaper reports - First News • Shopper 13 - Wallace and Gromit • Marshmallow monster video 	• Everest	• Everest	<ul style="list-style-type: none"> • Marcy and the Riddle of the Sphinx • Journey
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Genre Coverage					
Fiction		Non-Fiction		Poetry	
Text Type	Date Covered	Text Type	Date Covered	Text Type	Date Covered
Stories with Historical settings	Autumn 1	Explanation texts	Autumn 2	Poetry - Exploring form	Spring 1 Summer 1
Plays	Autumn 1	Persuasive texts	Spring 2	Poetry - creating images	Autumn 2
Fantasy narrative	Autumn 1	Newspapers	Autumn 2 Summer 1		
Stories from other cultures	Summer 2	Non-Chronological Reports	Spring 2		
Stories which raise issues/ dilemmas		Letter	Spring 1		
Older literature	Autumn 1	Diary entry	Spring 2		
		Instructions	Summer 2		



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Staniland Academy Year 4 Writing Curriculum Coverage Statements (Taken from NC)

Composition

Compose and rehearse sentences orally before writing, developing an increasing range of sentence structures.

Use a variety of simple, compound and complex sentences for clarity and effect e.g. sentences with more than one clause by using a wider range of conjunctions and the correct form of punctuation i.e. use of full stops, commas, semi colons and apostrophes in structures

Consider the organisation of sentences e.g. demarcate openings and endings consistently to organise ideas of related points next to each other that include: **conjunctions e.g. if, when; subordination e.g. therefore, because of; adverbs e.g. then, next, during; prepositions e.g. before, after, in**

Use paragraphs to organise ideas around a theme and whole texts with clear openings and closings for ideas, which are sometimes linked.

Organise ideas or material in a logical sequence and create links between paragraphs.

Use appropriate headings and sub-headings to structure texts and make information clear and cohesive.

Establish a clear purpose throughout a piece of writing, using the main features of a range of genres appropriately, to interest, inform, entertain or engage the reader.

Write narrative structure using the main features, including an opening to establish settings and characters, a complication and resulting events, a resolution and/or ending.

Use an increasing range of poetic techniques e.g. rhyming couplets, onomatopoeia, similes, powerful words and phrases and poetic structures e.g. free verse, acrostic, calligrams, kennings, soliloquies, song

Draw on their experience of non-fiction texts to produce their own informative writing incorporating the main features of the genre e.g. explanations and non-chronological reports.

Discuss, record, plan and draft own writing.

Proof read own work and make independent edits for improvement

Vocabulary

Use deliberate language choices with some expansion of general vocabulary to match the topic.

Progressively use a more varied and rich vocabulary.

Descriptions are elaborated using expanded noun phrases and adverbials.

Increasingly accurate use of a range of language that suit the chosen genre e.g. persuasive writing-use flattery, text in capitals, powerful verbs/adjectives, appeal, exaggeration and statistics.

Grammar and Punctuation

Demarcate sentences in their writing with consistent capital letters and full stops including proper nouns; question marks, exclamation marks, commas for lists.

Independently compose and write sentences using correct grammatical patterns and punctuation for: simple, compound, complex - accurate use of the comma knowing when and when not it is needed

Display variation in use of tense and verb forms and use the present and past perfect verb form: simple present e.g. you open/ simple past e.g. you opened; present progressive e.g. he is opening/ past progressive e.g. he was opening; present perfect 'He has gone out to play' / past perfect He had gone out to play when...

Competently expand noun phrases by adding modifying adjectives, nouns and prepositional phrases e.g. 'the doctor is sat at his desk', is expanded to, 'the friendly, attentive doctor with copper-coloured hair sat at his desk'.

Use inverted commas accurately to demarcate direct speech and some dialogue and other punctuation e.g. , after the reporting clause, 'The conductor shouted,' and end with punctuation such as "...Sit down."

Use fronted adverbials placing a comma after it e.g. Eventually, the waiter arrived at the table.



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Begin to apply Standard or non-standard English when writing dialogue. Use, independently, Standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of 'we was', or 'done'.

Spelling

Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.

Place apostrophes in words with regular plurals (e.g. girls' and boys') and in words with irregular plurals (e.g. children's).

Apply rules and guidance for Y4 (see English Appendix 1): 'que' for hard c; 'sc' for s; 'ei', 'eigh' and 'ey' for ay; 'ch' for sh; 'gue' for g.

Discriminate between a stressed/unstressed syllable when adding a suffix which begins with a vowel letter (see English, Appendix 1)

Use further prefixes (e.g. *dis-*, *mis-*, *re-*, *in-*, *im-* and *il-*) in a growing range of words.

Use further suffixes (e.g. *-ous*, *ly*, *ssion*, *ation*, *tion*) knowing the associated rule for changing root words.

Spell further homophones and near homophones e.g. accept/except, missed/mist, weather/whether, affect/effect, whose/who's and scene/seen.

Apply example words from the Year 4 Statutory word list in every extended piece of writing

Use the first two or three letters of a word to check its spelling in a dictionary/ Use a dictionary to collect word lists for known prefixes and suffixes

Handwriting

Increase the ability to join handwriting using the diagonal and horizontal strokes that are needed to join letters.

Understand which letters, when adjacent to one another, are best left un-joined.

Increase the legibility, consistency and quality of their handwriting.

Downstrokes of letters are parallel and equidistant.

Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught in Year 4 paying attention to accuracy.

Staniland Academy Year 4 Reading Curriculum Coverage Statements (Taken from NC)

Word Reading

Most common exception words read accurately including those with unusual correspondences between spellings and sounds

Reading aloud demonstrates fluency and expression

Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Engagement with a range of texts

Listens to and discusses a wide range of fiction, poetry, plays, non-fiction books about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Declares and justifies personal preferences for writers and types of overall text

Offers personal opinion on characters feelings, thoughts and motives from their actions, justifying with evidence

Literal understanding and information retrieval- Content Domain: 2a (Victor), 2b (Rex) and 2c (Sheba)

Clear understanding of texts read and able to locate information from different parts of the text



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Clearly summarise the main ideas within specific chapters and paragraphs

Awareness and identification of some different conventions used across a range of texts.

Retrieve and record information from non-fiction.

Inferential Understanding- Content Domain 2c(Sheba), 2d (Iggy), 2e (Pip), 2f (Connie), 2h (Connie)

Identifying main ideas drawn from more than one paragraph and summarising these

Deduce and infer information and provide evidence in the text to support opinions

Make reasonable predictions from details implied or deduced from the text.

Predicting what might happen from more than one paragraph

Simple themes identified within similar texts

Inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Asking questions to improve their understanding of a text

Authorial intent, authors' use of language and presentational features- Content Domains: 2a (Victor), 2g (Arlo)

Identify and provide reasons for authors' language choices which engage the reader

Commenting on specific aspects of text structure and presentation features.

Identifying how language, structure, and presentation contribute to meaning

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Discusses words and phrases that capture the reader's interest and imagination

Recognising some different forms of poetry [for example, free verse, narrative poetry

Reading books that are structured in different ways and reading for a range of purposes

Using dictionaries to check the meaning of words that they have read.



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