



## Lea Primary School English Long Term Plan – Year 4

Every time we write expectations	Ongoing objectives throughout the year	Proof reading & editing
Say it, write it, read it Use our neatest handwriting Use capital letters and full stops Check spellings of our High Frequency Words	Take account of different audiences and purposes when writing Imitate authorial techniques gathered from the reading of age appropriate texts	Evaluate the effectiveness of writing and suggest improvements Edit writing by proposing changes to grammar and vocabulary for greater accuracy Proof read for spelling, grammar and punctuation errors Re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural
Non-Fiction genres to cover		Grammatical terminology to be used when discussing writing
Instructions                      Recounts                      Explanations Reports                                  Persuasion                      Discussion		Determiner, pronoun, possessive pronoun, adverbial <i>Continue using terminology from previous year groups</i>

Autumn term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<p style="color: red;"><b><i>Begin the term with a focus on 'basic skills' revision and introduce 'Every Time We Write' expectations for the year.</i></b></p> <p><b>Objectives to cover</b>  <u>Sentence / Punctuation / Grammar</u>            Punctuate sentences accurately – full stops, capital letters including for proper nouns). ? ! commas in lists.            Use apostrophes for contractions and possession (singular and plural)            Use a range of coordinating conjunctions for cohesion, detail and clarity            Use a range of subordinating conjunctions for cohesion, detail and clarity            Begin sentences with subordinating conjunctions and use comma to show grammatical boundary            Use Standard English forms for verb inflections (e.g. we were</p>	Guess who's coming for dinner? <i>John Kelly &amp; Kathy Tincknell</i>	Description of setting Email Dialogue Recipe Diary	<p><u>Letter-join scheme: Lessons 289-306 (2 lessons per week)</u></p> <p>- Practise handwriting with focus on tongue twisters and words from the Y3/4 spelling list</p> <p><i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>
	Previously <i>Allan Ahlberg</i>		
	Once Upon a Wild Wood <i>Chris Riddell (Link to 'Previously')</i>	Create another character for girl to meet Dialogue	
			<b>Spelling (Spellbound / Rising Stars)</b>



## Lea Primary School English Long Term Plan – Year 4

<p>instead of we was. I did instead of I done)</p> <p><u>Text organisation</u> Use paragraphs to organise ideas around a theme</p> <p><u>Effect on Audience</u> Include character descriptions designed to provoke a particular feeling in the reader (e.g. sympathy or dislike)</p>	<p>War Game <i>Michael Foreman</i></p>	<p>Recount Character description Settings</p>	<p>Words with the /k/ sound spelt ch (Greek in origin) Words with the /j/ sound spelt ch (mostly French in origin) Adding 'ing' to words ending in 'e' Adding 'ing' to words where the consonant needs to be doubled Homophones – there, their, they're Prefix in The 'ee' sound spelt 'ey.' The 'aw' sound spelt 'a' The 'o' sound after 'w' and 'qu' Year 4 Spelling words</p>
	<p>Rainforest Life <i>Dr Brian Knapp</i></p>	<p>Report Discussion</p>	

Spring term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<p><u>Sentence / Punctuation / Grammar</u> Use inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas e.g. <i>The conductor shouted, "Sit down!"</i> Use a new line for a new speaker when writing direct speech Begin sentences with fronted adverbials Commas after fronted adverbials Select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition Use a range of adverbs for cohesion, detail and clarity Use a range of prepositions for cohesion, detail and clarity</p> <p><u>Text organisation</u></p>	<p>The Lion, the Witch &amp; The Wardrobe <i>CS Lewis</i></p> <p>Marcy and the Riddle of the Sphinx <i>Joe Todd-Stanton</i></p>	<p>Discussion Narrative (extended) Descriptive writing Letter Diary Dialogue Persuasion</p>	<p><u>Letter-join scheme: Lessons 307-326</u> <u>(2 lessons per week)</u></p> <p>- Practise handwriting with focus on words from the Y3/4 spelling list, French vocabulary and Maths vocabulary -Dictations (poems and story extracts) -Number orientation (linked to x tables)</p> <p><i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>
			<p><b>Spelling (Spellbound / Rising Stars)</b></p>



## Lea Primary School English Long Term Plan – Year 4

Organise and categorise information Group information and move from general to more specific detail  <u>Effect on Audience</u> Use similes and metaphors	Poet of Science – Ada Lovelace <i>Diane Stanley</i>	Research / write about Lord Byron Explanations – how to use the computer	Words with the /s/ sound spelt sc (Latin in origin) Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cia Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)
	Secret Garden <i>Frances Hodgson Burnett</i>	Descriptive language Discussion –	Words with endings sounding like /zə/ or /tʃə/ ph ('f' sound) Homophones Year 4 Spelling words

Summer term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<u>Sentence / Punctuation / Grammar</u> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>'the teacher' expanded to 'the strict maths teacher with curly hair'</i> Use past and present tenses correctly, including a wider range of verb forms.  <u>Text organisation</u> Use paragraphs to indicate a change in setting, character or time.  <u>Effect on Audience</u> Develop mood and atmosphere using a range of vocabulary (including figurative language and dialogue between characters) Use descriptive detail to make writing more vivid (figurative language, expanded noun phrases, specific nouns and adjectives) Use detail to engage the reader ('girls with flowing scarves danced to the...')	Leon and the Place Between <i>Angela Mcallister / Grahame Baker-Smith</i>	Persuasion Descriptive writing Dialogue Longer narrative Describe what happens inside the box Write a different ending (boy doesn't come out)	<u>Letter-join scheme: Lessons 327-346 (2 lessons per week)</u>  - Practise handwriting with focus on vocabulary in French, Maths, Science and Geography. -Practise handwriting with focus on Words of the Week, palindromes, pangrams, alliteration,. -Dictations (poems and story extracts) -Number orientation (linked to x tables)
	The Rhythm of the Rain <i>Grahame Baker-Smith</i>	Link to science for water cycle – explanation Descriptive writing Poetry	<i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i>
	Journey <i>Aaron Becker</i>	Diary Letter Descriptive writing Persuasion Story – prequel Dialogue	<b>Spelling (Spellbound)</b> Suffix inter Suffix super Suffix ation Endings which sound like / ən ʒ / (sion) Near homophones Year 4 spelling words



## Lea Primary School English Long Term Plan – Year 4

	Dare to Care: Pet Dragon <i>Mark Robertson</i>	Write about dragons – report / describe	
--	--	--	--