

Long-Term Plan - English

| Year: 4 | Subject: English | | | | | | | | | | | | | | | | | |
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| | Autumn Term (13 weeks 2 days) | | | | | | Spring Term (9 weeks 4 days) | | | | Summer Term (9 weeks 4 days) | | | | | | | |
| | Autumn 1 (7 weeks 4 days) | | | Autumn 2 (5 weeks 3 days) | | | Spring 1 (4 weeks 4 days) | | Spring 2 (5 weeks) | | Summer 1 (4 weeks 2 days) | | Summer 2 (5 weeks 2 days) | | | | | |
| | A | B | | A | B | | A | B | | A | B | | A | B | | A | B | |
| National Curriculum Subject Content | <p>Reading Word reading Comprehension</p> <p>Writing Transcription and composition including: Spelling Handwriting Vocabulary, grammar and punctuation</p> | | | | | | | | | | | | | | | | | |
| Students will be taught to: (skills) | <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word develop positive attitudes to reading and understanding of what they read understand what they read, in books they can read independently, by discussing and explaining meaning of words in context, making predictions and inferences, identifying main ideas and summarising, identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction 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 spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 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 increase the legibility, consistency and quality of their handwriting plan, draft, write, evaluate and edit writing develop understanding and use of year 3 grammatical concepts, such as conjunctions, adverbs, prepositions, present perform verb forms | | | | | | | | | | | | | | | | | |

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| <p>Core Texts through which these skills will be taught:</p> | <p>How the Stars Came to Be <i>Poonam Mistry</i></p> | <p>Noah Barleywater Runs Away <i>John Boyne</i></p> | <p>Iron Man <i>Ted Hughes</i></p> | <p>Tales of Wisdom and Wonder <i>Hugh Lupton</i></p> | <p>The Firemaker's Daughter <i>Philip Pullman</i></p> | <p>The Miraculous Journey of Edward Tulane <i>Kate DiCamillo</i></p> | <p>Fly Eagle Fly <i>Christopher Gregorowski</i></p> <p>Film Black Hat</p> |
| <p>Learning Outcomes associated with Core Texts:</p> | <ul style="list-style-type: none"> -To establish and develop an insight into the culture and history of origin stories -To enjoy a story and discuss its meanings - To explore character viewpoint and motivation through role-play and through writing in role -To be given the opportunity to develop the skill of oral storytelling - To develop a personal and distinctive voice to support storytelling and writing - To develop reader response by exploring interpretations of | <ul style="list-style-type: none"> -To enjoy a story and discuss its layers of meaning - To explore themes and key moments in the plot through role-play and writing in role -To develop reader response by exploring interpretations of themes, plots and characters actions and motivations through discussion and debate. -To study features common within the European fairy-tale tradition and use this as a | <ul style="list-style-type: none"> -To enjoy a story and discuss its meanings -To explore narrative plot, settings, characters and draw inferences to aid understanding - To broaden understanding of writers' use of language and build a varied vocabulary -To write non-fiction texts based on fictional experiences - To write newspaper reports based on the narrative - To explore the language and style of poetry through talk, performance, visual art, reading and writing | <ul style="list-style-type: none"> -To explore tales from different countries through storytelling - To examine and discuss the events and characters through reading, writing, drawing and drama -To discuss the morals and lessons that the tales teach us, through talk activities and debate | <ul style="list-style-type: none"> -To make inferences about characters' feelings, thoughts and motives from their actions, using evidence to justify these -To use a dictionary and/or a thesaurus in order to extend and improve my vocabulary. - To identify and use rich and varied vocabulary in order to describe -To organise paragraphs around a theme. | <ul style="list-style-type: none"> -To read and discuss a book that is set in another country, exploring the themes of friendship and loyalty; -Appreciating how a character changes through the course of a story; - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; -Progressively building a varied and rich vocabulary and an increasing range of sentence structures; -Assessing the effectiveness of | <ul style="list-style-type: none"> -To enjoy a story and discuss its meanings. -To understand the themes of a text. -To broaden understanding of writers' use of language and build a varied vocabulary. - To write narratives from a character's perspective. |

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| | <p>themes, plots and characters' actions and motivations through discussion and debate</p> | <p>basis to write their own stories.</p> <p>-To use the book as a stimulus to write across multiple genres of writing from another character's point of view.</p> | | | | <p>their own and others' writing and suggesting improvements.</p> | |
| <p>Guided Reading Texts through which these skills will be taught:</p> | <p><u>Poetry</u> Michael Rosen Poet Study <i>Michael Rosen</i></p> | <p>Charging about - the story of electricity <i>Jacqui Bailey</i></p> | <p><u>Non-Fiction</u> Snow Leopard <i>Justin Anderson</i></p> | <p>Who Let the Gods Out? <i>Maz Evans</i></p> | <p><u>Non-Fiction</u> Libba <i>Laura Veirs</i></p> | <p>The King who banned the dark <i>Emily Haworth Booth</i></p> | <p><u>Non-Fiction</u> The pebble in my pocket: A history of Earth <i>Meredith Hooper</i></p> |
| <p>Learning Outcomes associated with Guided Reading texts:</p> | <p>-To experience poetry as pleasurable and meaningful</p> <p>-To develop knowledge and understanding of the work of a contemporary poet</p> <p>-To compare how a common theme is</p> | | | <p>-To explore the features of an information text</p> <p>-To research and explore the purpose of advertisements</p> <p>-To identify and use a range of persuasive techniques</p> <p>-To take, organise and use notes</p> | <p>-To engage children with a story with which they will empathise.</p> <p>- To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.</p> <p>-To develop creative responses to the text through responding to</p> | <p>-To think and talk confidently about their response to the book, using prediction, asking questions, making connections with their own experience</p> <p>-To explore the centrality to writers of reader response and reading aloud</p> | <p>-To explore an information book in depth</p> <p>-To explore themes and issues, and develop and sustain ideas through discussion</p> <p>-To use creative responses to the text through drama, storytelling and artwork</p> |

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| | <p>presented in poetry</p> <ul style="list-style-type: none"> - To explore the language and style of poetry through talk, performance, visual art, reading and writing - To learn how to bring out the meaning of a poem through performance -To learn more about writing poems (as a class, group and individually) based on observation and experience -To read beyond the poet to poems that have influenced his work | | | | <p>reading, drama and artwork.</p> <ul style="list-style-type: none"> - To develop reader response and comprehension through wide range of cross-curricular opportunities. -To write in role in order to explore and develop empathy for a character. -To write with confidence for real purposes and audiences. | <ul style="list-style-type: none"> -To enrich vocabulary and understanding of the impact of language on readers and audience -To explore the authentic authorial process of ideation, creation, reflection and publication -To write in role in order to explore and develop empathy for characters | <ul style="list-style-type: none"> -To develop creative responses to the text -To write with confidence for real purposes and audiences |
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| <p>Read Class Book Read Alouds (these books are accessible in class book corners, but may also be read at story</p> | <p>Nelson Mandela's Long Walk to Freedom <i>Nelson Mandela and Chris Van Wyk</i></p> | <p>A Roman Story <i>Laila Rasheed</i></p> | <p>King of the Cloud Forests <i>Michael Morpurgo</i></p> | <p>The Girl Who Stole and Elephant <i>Nazrana Farook</i></p> | <p>Moonman <i>Tomi Ungerer</i></p> | <p>Malala's Magic Pencil - Puffin <i>Malala Yousafza</i></p> | |

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| times during these half terms) | | | | | | |
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| Additional texts linked to other learning and celebrations | A range of texts <i>Benjamin Zephaniah</i> <u>Black History Month</u> (October) | <u>Anti-Bullying Week</u> (November 15-19) <u>Armistice/ Remembrance Day</u> (November 11) <u>Christmas Day</u> (December 25) <u>World Kindness Day</u> (November 13) | <u>Road Safety Week</u> (January 11-17) | <u>Shakespeare Week</u> (March 21-27) <u>Poetry Day</u> (March 21) Black Women in Science <i>Kimberly Brown</i> <i>Pellum</i> <u>Science Week</u> (March 11-20) <u>World Book Day</u> (March 9) Good Night Stories for Rebel Girls <i>Lilly Workneh</i> <u>Women's History Month</u> (March) The Bluest of Blues <i>Fiona Robinson</i> <u>Women's History Month</u> (March) | | |
| Enrichment | TBD | TBD | TBD | TBD | TBD | TBD |