



English Long Term Plan

Year 4

"Whatever you do, work at it with all your heart" *Colossians 3:23*

Year 4	Autumn		Spring			Summer	
Text level features	<ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 						
Sentence level features (including grammar and punctuation)	Dialogue – powerful speech verbs e.g. whispered	Sentence of 3 for description e.g. Rainbow dragons are covered with many different coloured	Starting sentences with a simile e.g. Like a wailing cat, the ambulance screamed down the road	Use of determiners – a or an Appropriate choice of pronoun or noun to avoid ambiguity and repetition. Conditionals e.g. could, should, would		Expanded 'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksac	Pattern of 3 for persuasion e.g. Visit, swim, enjoy! Colon before a list

	<p>Adverb starters e.g. Carefully, ...</p> <p>Adverbial Phrases (Fronted Adverbials) e.g. A few days ago, we discovered a hidden box</p> <p>Ellipsis to keep the reader hanging on</p> <p>Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly</p> <p>Secure use of embellished simple sentences</p> <p>-ed clauses as starters e.g.</p>	<p>scales, have enormous red eyes and swim on the surface of the water</p> <p>Prepositional phrases to place the action e.g. on the mat, behind the tree, in the air</p> <p>Standard English for Verb</p> <p>Inflections instead of local spoken forms</p> <p>Secure use of compound sentences using coordinating conjunctions</p> <p>Full punctuation for direct speech</p> <p>Proper nouns</p>	<p>The grammatical difference between plural and possessive s</p> <p>Use figurative language (Metaphors, personification, onomatopoeia)</p>	<p>Comparative and superlative e.g. small, smaller, smallest</p>	<p>Drop in 'ing' clauses e.g. Jane, laughing at the teacher, fell off her chair</p> <p>Dialogue – verb + adverb e.g. "Hello," she whispered, shyly.</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation for direct speech</p> <p>The grammatical difference between plural and possessive s</p> <p>Use figurative language (Metaphors, personification,</p>	<p>Standard English for Verb Inflections instead of local spoken forms</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p>Conditionals e.g. could, should, would</p> <p>Comparative and superlative e.g. small, smaller, smallest</p>
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	<p>Frightened, Tom ran straight home to avoid being caught</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation for direct speech</p> <p>Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters</p>	<p>Commas to mark clauses and fronted adverbials</p> <p>Apostrophes to mark singular and plural possession</p> <p>Develop complex sentences. Main and subordinate clauses with a range of subordinating conjunctions</p>			<p>onomatopoeia) to create interesting settings and characters</p>	
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Spoken Language	<p>Give well-structured descriptions and narratives for different purposes.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured explanations for different purposes.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p>
Reading	Discussing words and phrases that capture the	Discussing words and phrases that capture the	Preparing playscripts to read aloud and perform	Discussing words and phrases that capture the readers' interest and imagination	Discussing words and phrases that capture the	Discussing words and phrases that capture the

	<p>readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences on characters feelings thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen next from details stated and implied</p>	<p>readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising</p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p>showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Discussing their understanding of words and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p>Asking questions to improve their understanding of a text</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising</p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p>readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences on characters feelings thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen next from details stated and implied</p>	<p>readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising</p> <p>Identifying how language, structure and presentation contribute to meaning</p>
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