

Long Term English Curriculum Year 4

Year Group 4	Autumn 1-7wks	Autumn 2-7wks	Spring 1-6wks	Spring 2-6wks	Summer 1-6wks	Summer 2-7wks
Topic/theme	History -Ancient Egypt Science - Group and classify living things	History -Ancient Egypt /Nile Science -States of matter	Geography -Rivers /Water Science -Sound	Geography -Barcelona Science -Electricity	History -Anglo Saxons Science -Data Collection	History -Anglo Saxons/Vikings Science -The digestive system
Class Reader and author	Secrets of a Sun King - Emma Carroll		Journey to the River Sea -Eva Ibbotson		Beowulf - Michael Morpurgo	
Stimuli for writing <i>Picture books, Film,Audio (song), Poetry,Art/photo/picture,Novels</i>	The Egyptian Cinderella by Shirley Climo Magazines and Leaflets Non-Fiction books about Ancient Egypt	Poetry - The Magic Box by Kit Wright The Time Scarab Pie Corbett Poetry	A River by Marc Martin Dear Diary Examples of diary writing	Charlotte's web Holiday brochures Non-fiction books about Barcelona	Anglo Saxon Boy by Tony Bradman Defeat the monster Pie Corbett	Evidence of Dragons by Pie Corbett Tell Me Dragon by Jackie Morris
Writing Model/ outcome Approx. 300 words entertain inform persuadediscuss <i>Narrative/ Non-Fiction/ Poetry</i>	(All time tool Kit-SPAG) Narrative - short story – traditional tale Information text – fact file about Ancient Egypt	Historical fiction-portal story Poetry - In my special tomb, I will place.	Journey Story (short story) Diary	Persuasive writing-letter for Wilbur Non- fiction – visit Barcelona (holiday brochure) information text.	Descriptions – character - monster Narrative – defeat the monster story	Factfile-Dragon Dragon escapes Performance Poetry - simile and metaphor
GPS to be focused on in model texts (add selected to Unit Cover page)						
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for children		
The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials with comma	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences	Use of speech marks to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause pronoun, possessive pronoun, adverbial		
Short Burst Writing/ Writing for pleasure. (At least 3 x per term across the curriculum)						
Sentences and handwriting practice (At least 3x a week.)						

Writing skills/ Outcomes (also see TAF and small steps)

WTS- Year 3 EXP

Edit with prompting

- In narratives, clear beginning, middle and end and coherent, clear plot
- In non-narrative, use simple organisational devices – headings/subheadings.
- Use varied and rich vocabulary choices appropriate to the writing purpose.
- Audience and purpose is clear and sustained throughout the text.
- Propose changes to grammar and vocabulary to improve consistency,
- Proof reading for spelling and punctuation errors.
- Use paragraphs as a way to group related material.
- Use the present perfect form of verbs instead of the simple past
- Express time, place and cause using: conjunctions, adverbs, prepositions [
- Simple and compound sentences are used accurately.
- Some complex sentences are used to convey more than one idea or piece of information or to explain and give reasons. (Use an increasing range of sentence structures (See English Appendix 2)).
- Use the determiner ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel [e.g. a rock, an open box]
- Use similes in poetry.
- Inverted commas are mostly used to punctuate direct speech.
- Use the full range of punctuation from previous year groups: capital letters (including for proper nouns), full stops, question marks, exclamation marks, commas in lists, apostrophes for contractions.
- Spell further homophones.
- Use further prefixes and suffixes and understand how to add them (See English Appendix 1).
- Spell words that are often misspelt (See English Appendix 1).
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].
- Spell 50% of Word List Years 3 and 4.
- Use the diagonal and horizontal strokes 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 (for example, by ensuring that the downstrokes of letters are parallel and equidistant)...

EXP

Edit independently

- In narratives, create settings, characters and plot (clear beginning, middle and end and coherent, clear plot)
- In non-narrative material, use simple organisational devices for example headings and subheadings.
- Use varied and rich vocabulary choices appropriate to the writing purpose.
- Express viewpoint and maintain throughout a text demonstrating a good understanding of audience and purpose.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences and recognising where verbs and subjects do not agree or lapses in tense.
- Proof reading for spelling and punctuation errors.
- Use paragraphs as a way to group related material.
- Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. he, she, they, it
- Use a range of verb forms which develop meaning and appropriate tense choice is maintained including the use of modals (should, might, will).
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
- Use fronted adverbials [e.g. Later that day, I heard the bad news.] to aid cohesion.
- Use a variety of sentence structures: simple, compound and complex. (See English Appendix 2)
- Use a wide range of conjunctions to make links and join sentences with more than one clause.
- Know the grammatical difference between plural and possessive –s
- Use standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done].
- Use personification and metaphors in poetry.
- Use inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”].
- Use apostrophes to mark singular and plural possession [e.g. the girl’s name, the girls’ names].
- Use commas after fronted adverbials.
- Use the full range of punctuation from previous year groups: capital letters, full stops, question marks, exclamation marks, commas in lists, apostrophes for contractions
- Spell further homophones.
- Use further prefixes and suffixes and understand how to add them (See English Appendix 1).
- Spell words that are often misspelt (See English Appendix 1).
- Spell Word List Years 3 and 4.
- Use the diagonal and horizontal strokes 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 (for example, by ensuring that the downstrokes of letters are parallel and equidistant).
- Overall, the Year 4 learning is applied effectively, accurately and independently. Written texts demonstrate increasing stamina for writing

GD

Edit independently

- Narratives are developed and well-paced
- Characters are developed through show not tell techniques, using their actions, speech and reactions
- Non-narrative texts inform the reader effectively, giving sufficient relevant background information
- Details add interest, create effects and engage the reader
- A range of sentence types are used confidently and appropriately according to the text type, purpose and audience
- Sentences are mostly well-structured and include the more controlled use of multi-clause sentences.
- Overall, all writing demonstrates an awareness of the reader with accurate and effective use of grammar and vocabulary. Writing is engaging and maintains the reader’s interest.

Progressive skills for Different Genres

Narrative – purpose/ skills

Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.

☑ Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) *Some time later...*, *Suddenly...*, *Inside the castle...*; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.

Non-Fiction-Purpose/skills

Information texts

Fill out brief notes into connected prose.

☑ Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix.

☑ Begin to use graphic organisers as a tool to support writing up of information

☑ Develop and refine ideas in writing using planning and problem-solving strategies

☑ Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.

Non- Chronological report

Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information.

☑ Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs

☑ Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.

☑ Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.

Poetry- Purpose /skills

use language playfully to exaggerate or pretend;

use similes to build images and identify clichés in own writing;

write free verse; use a repeating pattern; experiment with simple forms