

ENGLISH

Long Term Plan

Year Four



Reading Milestones

Breadth of Study (KS2)

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books

Read words accurately

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondence between spellings and sound, and where there occur in the word

Range of Reading

- Regularly listen to and discuss a wide range of fiction (including whole books), poetry, plays, non-fiction and reference books or textbooks at a level beyond those they might choose themselves (including those from the school's identified Y4 'suggested texts')
- Know how to read for a range of purposes (e.g. enjoyment, to find out information or the meaning of new words) make personal reading choices and explain reasons for these (e.g. referring to the author, blurb, content and genre)
- Know how to recommend books that they have read to their peers (making links to personal reading choices and reasons for these)
- Know how to describe and review their own reading habits
- Know how to develop their reading stamina as they read longer texts
- Know how to independently read complete short texts and sections from information books quickly appraise non-fiction texts to evaluate their usefulness

Familiarity with the text

- Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
- Increase their familiarity with a wide range of books, including fairy stories and traditional tales, myths and legends and retell some of these orally

Poetry and Performance

- Prepare poems and play scripts to read aloud and to perform with expression, volume, tone, intonation and action
- Know how to choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.
- Know how to rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding

Vocabulary

- Know where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning.
- Know how to identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation
- Know how to identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning e.g. re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax or using aids such as glossaries or dictionaries
- Know how to identify where unfamiliar words are not explained in a text and where a dictionary needs to be used to understand them.
- Know how writers use specific and precise nouns, adjectives, verbs and adverbs to convey meaning

	<ul style="list-style-type: none"> - Know how to investigate meaning of technical or subject specific words they meet in their reading - Know to use the third and fourth letters in a word to locate it in the dictionary. - Know and use the quartiles of the dictionary effectively to locate words quickly.
<i>Comprehension</i>	<ul style="list-style-type: none"> - Know how to link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts. - Know they must monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost. - Know how to ask questions to explore meanings and explanations of the events of ideas introduced or developed in a text - Know how to identify elements of a text which they do not understand and ask questions about it. - Know how to skim read a text to get an overview of it. - Know how to scan for key words, phrases and headings. - Know how to decide which sections of text to read more carefully to fulfil a particular purpose e.g. to summarise a text - Know how to mark texts to identify vocabulary and ideas which they need to clarify - Know how to mark a text by highlighting or adding heading, underlining or noting words or sentences, and adding notes where helpful - Know how to visualise the information they have read about e.g. by mapping, illustrating, representing information graphically and acting out - Know to use information from the text to justify their visual representations - Know how to summarise a sentence of paragraph by identifying the most important elements. - Know how to make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. - Know how to make predictions about a text based on prior knowledge of the topic, event or type of text. - Know how to modify predictions as they read on. - Know how to use information about characters to make plausible predictions about their actions - Know, understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. - Know how to compare and contrast stories, justifying their preferences and opinions - Know how to retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. - Know how to answer questions on a text using different formats (matching, ordering, tabulating, etc.). - Know how to identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. - Know how to pick out key sentences and phrases that convey important information. - Know how to take information from diagrams, flow charts and forms where it is presented graphically. - Know how to retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. - Know how to answer questions on a text using different formats (matching, ordering, tabulating, etc.). - Know how to deduce the reasons for the way that characters behave from scenes across a short story - Know and understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. - Know and discuss the meaning of similes and other comparisons that they read - Know how to ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read - Know how to link what they are reading to prior knowledge and experience and to their knowledge of similar texts. - Know how to make predictions and brief summaries at regular intervals when reading - After thinking about what they've read, know to re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events
<i>Author Intent</i>	<ul style="list-style-type: none"> - Identify how language, structure and presentation contribute to meaning. - Identify how language, structure and presentation contribute to meaning - Know different organisational features of texts and use them to find information effectively.
<i>Non-Fiction</i>	<ul style="list-style-type: none"> - Retrieve and record information from non-fiction, using titles, heading, subheadings and indexes. - Retrieve and record information from non-fiction texts - Know how to pick out key sentences and phrases that convey important information.

	<ul style="list-style-type: none"> - Know how to take information from diagrams, flow charts and forms where it is presented graphically. - Know how to collect information from different sources and present it in a simple format, e.g. chart, poster, diagram - Know how to prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search. - Know and identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently. - Know how to investigate the language features of different sorts of non-fiction texts. - Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary. - Know how to clarify unfamiliar vocabulary met in information texts. - Know how to skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information. - Know how to use introductions and opening/ closing sentences in paragraphs to identify key information. - Know how to adapt reading strategies to the different sorts of text read, including e-texts, and to different purposes for reading
<i>Discussing Reading</i>	<ul style="list-style-type: none"> - Explain and discuss understanding of reading, maintaining focus on the topic. - Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say

<p style="text-align: center;">Writing Milestones (Milestones in red are <i>non-negotiable</i>)</p>	
<p style="text-align: center;">Breadth of Study (KS2)</p>	
<ul style="list-style-type: none"> - Narrative: <ul style="list-style-type: none"> o Write stories set in places pupils have been. o Write stories that contain mythical, legendary or historical characters or events. o Write stories of adventure. o Write stories of mystery and suspense. o Write letters. o Write plays. o Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. - Non-fiction: <ul style="list-style-type: none"> o Write instructions. o Write recounts. o Write persuasively. o Write explanations. o Write non-chronological reports. o Write biographies. o Write in a journalistic style. o Write arguments. o Write formally. - Poetry: <ul style="list-style-type: none"> o Learn by heart and perform a significant poem. o Write a haiku. o Write a cinquain. o Write poems that convey and image (simile, word play, rhyme and metaphor). 	
<i>Spell correctly</i>	<ul style="list-style-type: none"> - Use prefixes and suffixes and understand how to add them. - Spell homophones correctly. - Spell correctly often misspelt words.

	<ul style="list-style-type: none"> - Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's). - Use the first two or three letters of a word to check its spelling in a dictionary. - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
<i>Punctuate accurately</i>	<ul style="list-style-type: none"> - Develop understanding of writing concepts by: <ul style="list-style-type: none"> o Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although at the beginning of sentences, using commas to indicate subordination. o Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. o Using conjunctions, adverbs and prepositions to express time and cause. o Using fronted adverbials. - Indicate grammatical and other features by: <ul style="list-style-type: none"> o Using commas after fronted adverbials. o Indicating possession by using the possessive apostrophe with plural nouns. o Using and punctuating direct speech to advance the narrative. (reporting clause used both before and after direct speech).
<i>Use sentences appropriately</i>	<ul style="list-style-type: none"> - Use a mixture of simple, compound and complex sentences. - Write sentences that include: <ul style="list-style-type: none"> o Conjunctions o Adverbs o Direct speech, punctuated correctly (reporting clause used both before and after direct speech). o Clauses (clauses for subordination at the beginning and end of sentences using commas to indicate subordination) o Prepositions (before, after, during, because of). o Adverbial phrases. o Noun phrases expanded by the addition of modifying adjective, nouns and preposition phrases e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair'. - Use the forms of a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).
<i>Write with purpose</i>	<ul style="list-style-type: none"> - Use the main features of a type of writing (identified in reading). - Use techniques used by authors to create characters and settings. - Compose and rehearse sentences orally. - Plan, write, edit and improve.
<i>Use imaginative description</i>	<ul style="list-style-type: none"> - Create characters, settings and plots. - Use alliteration effectively. - Use similes effectively. - Use a range of descriptive phrases including some collective nouns
<i>Organise writing appropriately</i>	<ul style="list-style-type: none"> - Use organisational devices such as headings and subheadings. - Use the perfect form of verbs to mark relationships of time and cause. - Use connectives that signal time, shift attention, inject suspense and shift the setting.
<i>Use paragraphs</i>	<ul style="list-style-type: none"> - Organise paragraphs around a theme. - Sequence paragraphs.

<i>Analyse writing</i>	<ul style="list-style-type: none"> - Use and understand grammatical terminology in discussing writing and reading: <ul style="list-style-type: none"> o word family, conjunction, adverb, preposition, direct speech, inverted comma (or speech marks), prefix, consonant, vowel, clause, subordinate clause, <i>determiner, pronoun, possessive pronoun, adverbial.</i>
<i>Present writing</i>	<ul style="list-style-type: none"> - Read aloud writing to a group or whole class using appropriate intonation.
<i>Present neatly</i>	<ul style="list-style-type: none"> - Join letters, deciding which letters are best left unjoined. - Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.

Term 1 - School, but not as we know it		Term 2 - Tales Told for Generations	
Reading	Writing	Reading	Writing
Sideways Stories from Wayside School (Louis Sachar)	Diary	Aladdin (Phillip Pullman)	Narrative
Demon Headmaster (extracts and class read) (Gillian Cross)	Narrative	George and the Dragon (Big Cat, Topaz)	
	Letter	Poem: Guess Who in the Woods	Haiku
Book Family: Sideways Stories Continued Poem: The River (Valerie Bloom) Class Novel: Matilda (Roald Dahl)		Book Family: Villain Tales (Disney) Class Novel: Father Christmas' Fake Beard (Terry Pratchett)	
Term 3 - A Ray of Hope		Term 4 - Harry Potter	
Reading	Writing	Reading	Writing
Migration (Mike Unwin)	Non - Chronological Report	Harry Potter and the Philosopher's Stone (JK Rowling)	Character Description
Nelson Mandela (Little People Big Dreams)	Biography		Diary Entry
Razia's Ray of Hope (Elizabeth Suneby)	Letters		Newspaper
Book Family: Class Novel:		Book Family: The Worst Witch (Jill Tomlinson) Class Novel:	

The Lost Bear (Hannah Gold)		Harry Potter and the Philosopher's Stone	
Term 5 - Harry Potter		Term 6 - The Great Chocaplot	
Reading	Writing	Reading	Writing
Harry Potter and the Philosopher's Stone (JK Rowling)	Narrative Explanation Text	Charlie and the Chocolate Factory (Roald Dahl)	Setting Description Persuasive Leaflet
Gringott's Warning (J.K.Rowling)	Rhyming Poem	Non-fiction texts (cocoa beans etc)	Explanation Text
Book Family: Fantastic Beasts and Where to Find Them (J.K.Rowling) Class Novel: Harry Potter and the Chamber of Secrets (J.K.Rowling)		Book Family/Novel: Charlie and the Great Glass Elevator (Roald Dahl)	