

# Holy Cross Catholic School



## English Long Term Plan Year 4

	Autumn 1 <sup>st</sup> 8 weeks		Autumn 2 <sup>nd</sup> 8 weeks			Spring 1 <sup>st</sup> 6 weeks		Spring 2 <sup>nd</sup> 7 weeks		Summer 1 <sup>st</sup> 5 weeks		Summer 2 <sup>nd</sup> 5 weeks	
Topic	Who was Richard iii? Bones		Light and Dark			Anglo Saxons Forces		Vikings Forces		Brazil Sound		Living Things	
	Fiction 4 weeks	Non-fiction 4 weeks	Fiction 4 weeks	Non Fiction 3 weeks	Poetry 1 week	Fiction 4 week	Non-fiction 2 week	Non-fiction 2 weeks	Poetry 1 weeks	Fiction 4 weeks	Non- Fiction 3 weeks	Non-Fiction 4 weeks	Poetry 2 weeks
Genre	Finding Tale	Recount	Journey Tale	Balanced argument- debates about issues	Poetry	Warning tale	Persuasion	Character flaw	Poetry	Portal story	Non- Chronological report- food	Recount	Poetry
Form	Story Focus: Openings	Police Report	Story Focus- middle	Discussion	Haikus	Story focus- end	TV/ Radio advert (script)	Character description	Kenning	Story focus- setting description	To inform	Diary entry	Shape poem
Texts	Ben and the Stolen Diamond  Teacher text	Teacher text	Sulius's Secret Wish – Pie Corbett	Teacher Text	Christmas Haikus – Teacher text	Text	Advertising a product - Teacher text	Teacher text	Teacher text	Elf Road	Teacher text Food	The Great Kapok Tree- Lynne Cherry Text- Model diary	Shape poems/ weather/ flowers  Teacher text
Grammar focus	Use of commas after fronted adverbial  Commas in a list	Present perfect tense  Direct speech- inverted comma  Conjunctions- subordination	Conjunctions - revisit  Adverbs  Simple past tense	Expanded noun phrases are created by adding adjectives  Use of commas after fronted adverbial, time and place	N/A	Prepositions are used to show time and cause  Standard English forms of verbs.  Direct speech,	Conjunctions to show time and cause  Expanded noun phrases are created by adding adjectives	Apostrophes for possession and with plural possession  Appropriate choice of pronouns to aid cohesion and avoid repetition.	N/A	Plurals  Revisit tense  Use of paragraphs	Adverbs  Prepositions are used to show time and cause  Use of commas after	Consolidation and application of all grammar objectives based on ongoing assessments.  Present perfect tense- diary entry	



	Conjunctions- coordination			Use of paragraphs around a theme		inverted comma, other punctuation after the reporting clause	Appropriate choice of noun to aid cohesion and avoid repetition	Standard English forms of verbs			fronted adverbial, time and place		
<b>Spelling</b>	<p>Rare GPCs The /e/ sound spelt 'ei', 'eigh', or 'ey' The // sound spelt 'ch' The // sound spelt 'ou' Words ending /ure/ Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') Homophones Possessive apostrophe with singular proper nouns Learn words from the Years 3 and 4 word list</p>					<p>Rare GPCs The /g/ sound spelt 'gu' Words ending /təə/ spelt 'ture' Endings that sound like /əən/, spelt '-tion', '-sion', '-ssion', '-cian' Prefixes 'anti-' and 'inter' Suffix '-ation' Homophones Revise contractions Possessive apostrophe with plurals Learn words from the Years 3 and 4 word list.</p>			<p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. Rare GPCs Words with the /s/ sound spelt 'sc' Endings that sound like /əən/ spelt '-sion' Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' Homophones Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules Learn words from the Years 3 and 4 word list</p>				
<b>Proof Reading</b>	Correct use of full stops ensuring no comma slicing	Homophones There Their They're	Correct use of an or a	Apostrophes for possession	Correct use of tense	You're Your We're	Commas after fronted adverbials	Suffixes	Writing – when, where and how (through the use of prepositions and adverbs)	High frequency words (1 <sup>st</sup> 300)	Consolidate the year's foci		
<b>Shared/ Guided Reading</b>	<p>1 – Assessments / Understanding of sentence demarcation 2 and 3 - Word reading- I break words into different sized chunks including syllables 4 and 5 - use a range of punctuation accurately 6 and 7 - Root words, prefixes and suffixes to help me understand the meaning of new words in context</p>		<p>1 and 2 - working memory and visualisation 3 and 4 - I make connections between different pieces of information I read including pronoun links and synonyms 5 and 6 - ask questions and wonder 7 and 8 – Inference / I find evidence from the text to help me to support inferences</p>			<p>1 and 2 – Background knowledge KW 3 and 4 - Inference / I find evidence from the text to help me to support inferences 5 and 6 - understanding noun phrases and determiners</p>		<p>1 and 2 - skimming and scanning to find information. 3 and 4 – conjunctions 5 – Assessment</p>		<p>1 and 2 – Summarising 3 and 4 - use a range of punctuation 5 and 6 – Vocabulary 7 - Themes</p>		<p>1 – themes (continued) 2 - Assessment 3 and 4 - Inference / I find evidence from the text to help me to support inferences 5 and 6 – Gist</p>	

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	<p>8 – Assessment</p> <p>Throughout the term: I ask about the meaning of words I don't understand</p>					
<p><b>Class Book</b></p>	<p>Because of Winn Dixie – Kate Dicamillo (adventure)</p> <p>The Fox and the Ghost King – Michael Morpurgo (historical/fantasy)</p> <p>Non-fiction books linked to the topic</p> <p>A range of poems from Pie Corbett's Poetry Spine</p>	<p>The Firework Maker's Daughter-Phillip Pullman (adventure/fantasy/non-linear)</p> <p>Planet Omar – Zanib Mian (humour)</p> <p>The boy called Christmas – Matt Haig</p> <p>Christmas short stories from around the world- Joy to the World</p> <p>Non-fiction books linked to the topic</p> <p>A range of poems from Pie Corbett's Poetry Spine</p>	<p>Krindlekrax – Phillip Ridley (fantasy)</p> <p>Fortunately, the milk... - Neil Gaiman (adventure/fantasy/science-fiction/non-linear)</p> <p>Non-fiction books linked to the topic</p> <p>A range of poems from Pie Corbett's Poetry Spine</p> <p>The Boy Who Lived With Dragons - Andy Shepherd</p>	<p>To the Edge of the World - Julia Green</p> <p>Arthur and the Golden rope (picture book) – Jo Todd Stanton (historical)</p> <p>Non-fiction books linked to the topic (Viking Voyages)</p> <p>A range of poems from Pie Corbett's Poetry Spine</p> <p>Revolting Rhymes by Roald Dahl</p>	<p>Journey to the River Sea - Eva Ibbotson</p> <p>or</p> <p>The Explorer – Katherine Rundell (adventure)</p> <p>Non-fiction books linked to the topic</p> <p>A range of poems from Pie Corbett's Poetry Spine</p>	<p>Stig of the Dump - Clive King (classic)</p> <p>Non-fiction books linked to the topic</p> <p>A range of poems from Pie Corbett's Poetry Spine</p>