



St Laurence's CE Primary School
English
Long Term Plan
Year 4



| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reading Text A World Full of Animal Stories 50 Folktales and Legends Angela McAllister Fiction | Reading Text The Train to Impossible Places P.G.Bell Fiction | Reading Text Volcanoes Maria Gill Non-Fiction | Reading Text Ariki and the Island of Wonders Nicola Davies Fiction | Reading Text Fantastically Great Women Who Saved the Planet Kate Pankhurst Non-Fiction | Reading Text A Myth-hunter's Travel Guide The Literacy Company Non-Fiction |
| Mastery Focus <ul style="list-style-type: none"> • Retrieve and record information from non-fiction • Use dictionaries to check the meaning of words that they have read • Ask questions to improve understanding • Identify main ideas drawn from more than one paragraph and summarise • Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence • Identify themes and conventions in a wide range of books • Identify how language, structure and presentation contribute to meaning • Discuss words and phrases that capture the reader's interest and imagination | Mastery Focus <ul style="list-style-type: none"> • Retrieve and record information from non-fiction • Use dictionaries to check the meaning of words that they have read • Ask questions to improve understanding • Identify main ideas drawn from more than one paragraph and summarise • Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence • Identify themes and conventions in a wide range of books • Identify how language, structure and presentation contribute to meaning • Discuss words and phrases that capture the reader's interest and imagination | Mastery Focus <ul style="list-style-type: none"> • Retrieve and record information from non-fiction • Use dictionaries to check the meaning of words that they have read • Ask questions to improve understanding • Identify main ideas drawn from more than one paragraph and summarise • Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence • Identify themes and conventions in a wide range of books • Identify how language, structure and presentation contribute to meaning • Discuss words and phrases that capture the reader's interest and imagination | Mastery Focus <ul style="list-style-type: none"> • Retrieve and record information from non-fiction • Use dictionaries to check the meaning of words that they have read • Ask questions to improve understanding • Identify main ideas drawn from more than one paragraph and summarise • Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence • Identify themes and conventions in a wide range of books • Identify how language, structure and presentation contribute to meaning • Discuss words and phrases that capture the reader's interest and imagination | Mastery Focus <ul style="list-style-type: none"> • Retrieve and record information from non-fiction • Use dictionaries to check the meaning of words that they have read • Ask questions to improve understanding • Identify main ideas drawn from more than one paragraph and summarise • Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence • Identify themes and conventions in a wide range of books • Identify how language, structure and presentation contribute to meaning • Discuss words and phrases that capture the reader's interest and imagination | Mastery Focus <ul style="list-style-type: none"> • Retrieve and record information from non-fiction • Use dictionaries to check the meaning of words that they have read • Ask questions to improve understanding • Identify main ideas drawn from more than one paragraph and summarise • Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence • Identify themes and conventions in a wide range of books • Identify how language, structure and presentation contribute to meaning • Discuss words and phrases that capture the reader's interest and imagination |



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| <p>Writing Text Gorilla Anthony Browne</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none">• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• Use fronted adverbials• Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)• Use commas after fronted adverbials <p>Outcome</p> <p>To write a narrative based on the story of 'Gorilla'</p> | <p>Writing Text Leon and the Place Between by Grahame Baker Smith & Angela Mcallister</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none">• Use Standard English forms for verb inflections• Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although• Indicate possession by using the possessive apostrophe with plural nouns• Recognise the difference between plural and possessive 's'• Build a varied and rich vocabulary <p>Outcome</p> <p>To write Leon's secret diary about what really happened in 'the place between', including</p> | <p>Writing Text Escape from Pompeii Christina Balit</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none">• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms• Use Standard English for verb inflections• Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)• Use and punctuate direct speech (using dialogue to show the relationship between characters) <p>Outcome</p> <p>Write the story from the point of view of one of the children</p> | <p>Writing Text When the Giant Stirred Celia Godkin</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none">• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• Use and punctuate direct speech• Use commas after fronted adverbials <p>Outcome</p> <p>To write their own version of 'When the Giant Stirred' in the first person from the point of</p> | <p>Writing Text Where the Forest Meets the Sea Jeannie Baker & Rainforests in 30 Seconds Dr Jen Green</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none">• Build a varied and rich vocabulary• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• Use paragraphs to organise information and ideas around a theme• Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular• Recognise the grammatical difference between plural and possessive 's' <p>Outcome</p> <p>To make a zoo information board for a rainforest exhibit</p> | <p>Writing Text Blue John Berlie Doherty</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none">• Build a rich and varied vocabulary and an increasing range of sentence structures• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms• Use paragraphs to organise information and ideas around a theme <p>Outcome</p> <p>Write a letter in role as an expert containing an</p> |
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| | conversation between Leon and the boy | | view of the boy in the story | | explanation about cave formation |
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| Spelling Review/Mastery Focus <ul style="list-style-type: none">• Common exception words• Word list – years 3 and 4• The suffixes -ment, -ness, -ful and -less• Adding -ing, -ed, -er, -est to words of one syllable ending in vowel consonant (Y2*)• Adding -ing -ed to words ending in -e with a consonant before it (Y2*)• Adding -ing -ed to a root word ending in -y with a consonant before it (Y2*)• The suffixes -ment, -ness, -ful and -less (to root words ending in -y)• Adding -er, -est to a root word ending in -y and -e with a consonant before it• The suffix -ly (added straight on to most root words and root words ending in -y with a consonant letter before it)• Adding suffixes beginning with vowel letters to words of more than one syllable | Spelling Review/Mastery Focus <ul style="list-style-type: none">• Common exception words• Word list – years 3 and 4• The /r/ sound spelt wr at the beginning of words• Words spelt with the /ʃ/ sound spelt ch• The possessive apostrophe (singular nouns)• Apostrophes to mark plural possession• The possessive apostrophe (singular nouns)• Apostrophes to mark plural possession• Homophones and near-homophones (previously taught)• Homophones and near-homophones• Homophones and near-homophones (previously taught)• Personal spelling log | Spelling Review/Mastery Focus <ul style="list-style-type: none">• Word list – years 3 and 4 (previously taught)• Word list – years 3 and 4• Words ending in -tion• Endings which sound like /ʃəʊn/ spelt -tion, -sion• Words with endings sounding like /ʒəʊ/ or /tʃəʊ/ (-sure and -ture)• Endings which sound like /ʃəʊn/ spelt -ssion• Endings which sound like /ʒəʊn/ spelt as -sion• Endings which sound like /ʃəʊn/ spelt -cian• Word families based on common words• The suffix -ation• Word families based on common words• The suffix -ation | Spelling Review/Mastery Focus <ul style="list-style-type: none">• Word list – years 3 and 4 (previously taught)• Word list – years 3 and 4• Adding the prefix un-• More prefixes: sub-, inter-, super-, anti• More prefixes: dis-, mis-, in-, re-• More prefixes: in-/im-• More prefixes: sub-, inter-, super-, anti-, auto-• More prefixes: il-, ir• Homophones and near-homophones (previously taught)• Homophones and near-homophones• Homophones and near-homophones (previously taught)• Personal Spelling Log | Spelling Review/Mastery Focus <ul style="list-style-type: none">• Word list – years 3 and 4 (previously taught)• Word list – years 3 and 4• Contractions (common exception words)• Contractions (year 2*)• The /ʌ/ spelt ou• The suffix -ous• The /ɪ/ sound spelt y elsewhere than at the end of words• The suffix -ous• Words with the /eɪ/ sound spelt ei, eigh or ey• Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que• Words with the /eɪ/ sound spelt ei, eigh or ey• Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que | Spelling Review/Mastery Focus <ul style="list-style-type: none">• Word list – years 3 and 4 (previously taught)• Word list – years 3 and 4• The /i:/ sound spelt -ey• Words with the /s/ sound spelt sc• The /aɪ/ sound spelt -y at the end of words• Adding -es to nouns and verbs ending in -y• Adding -ing and -ed to a root word ending in -y, words ending in e and words of one syllable ending in vowel consonant (year 2*) including those with more than one syllable and the suffix (year 3/4*)• The possessive apostrophe (singular nouns)• Apostrophes to mark plural possession• Homophones and near-homophones (previously taught)• Homophones and near-homophones |



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| <ul style="list-style-type: none">• The suffix -ly (root word ending with -le, root word ending in -ic and other exceptions)• Adding suffixes beginning with vowel letters to words of more than one syllable• The /n/ sound spelt kn- and (less often) gn- at the beginning of words• Words with the /k/ sound spelt ch | | | | | <ul style="list-style-type: none">• Homophones and near-homophones (previously taught)• Personal Spelling Log |
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