



## English Long-Term Plan

Year 4	
Grammar & Punctuation	
Nouns & Adjectives	<ul style="list-style-type: none"> <li>Partitive nouns <i>A slice of cake</i></li> <li>Expanded noun phrases (with adjectives, nouns and prepositional phrases) <i>the strict maths teacher with curly hair</i></li> </ul>
Verbs	<ul style="list-style-type: none"> <li>Adverbial phrases <i>Jamil has a meeting at noon.</i> <i>Before we begin, I would like to make an announcement.</i></li> <li>Use standard English form for verb inflections instead of local spoken forms</li> </ul>
Sentence Type	<ul style="list-style-type: none"> <li>Identify and write a complex sentence that opens with a subordinate clause, followed by a comma and main clause. <i>Because the bird annoyed him, the dog barked.</i></li> <li>Identify and write subordinating conjunctions (since, while, as, even though)</li> <li>Know that adverbial phrases do not need a verb whereas subordinate clauses must include a verb</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Plural possessive apostrophe <i>The girls' changing room</i></li> <li>Convert spoken word into direct speech, starting with the reporting clause – correctly punctuated. <i>She said, "I am leaving."</i></li> <li>Subordinate clause at the beginning of a sentence – with a comma <i>When Jack blew the whistle, the dog stopped running.</i></li> </ul>
Text	<ul style="list-style-type: none"> <li>Use connecting adverbs and adverbial phrases to link paragraphs.</li> <li>Use the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>Identify and write topic sentences that start new paragraphs in non-fiction writing.</li> <li>Identify and write supporting detail that elaborates on topic sentences in non-fiction writing.</li> <li>Identify and write concluding sentences that end paragraphs in non-fiction writing.</li> </ul>

Year 4	
Writing	
Planning, drafting and editing	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>Proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns.</li> <li>Assess the effectiveness of their own and others' writing and suggesting improvements.</li> </ul>
Audience, Purpose and Structure	<ul style="list-style-type: none"> <li>Write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre specific layout devices e.g.: text boxes, bullet points etc)</li> <li>Write a range of narratives that are well- structured and well-paced.</li> <li>Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>Use dialogue to convey a character and to start to advance the action.</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are not joined.</li> </ul>
Spelling <small>SCHOOL TO AMEND THIS INTO TWO COLUMNS ACCORDING TO OWN SCHEME USED</small>	<ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>The /i/ sound spelt y elsewhere than at the end of words</li> <li>The /ʌ/ sound spelt ou</li> <li>More prefixes</li> <li>The suffix -ation</li> <li>The suffix -ly</li> <li>Words with endings sounding like /ʒə/ or /tʃə/</li> <li>Endings which sound like /ʒən/</li> <li>The suffix -ous</li> <li>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</li> <li>Words with the /k/ sound spelt ch (Greek in origin)</li> <li>Words with the /ʃ/ sound spelt ch (mostly French in origin)</li> <li>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</li> <li>Words with the /s/ sound spelt sc (Latin in origin)</li> <li>Words with the /ei/ sound spelt ei, eigh, or ey</li> <li>Possessive apostrophe with plural words</li> <li>Homophones and near-homophones</li> <li>Word List: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women.</li> </ul>

Year 4	
Reading	
Phonics and Decoding	<ul style="list-style-type: none"> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</li> </ul>
Common Exception Words	<ul style="list-style-type: none"> <li>Read all Y3/Y4 exception words in line with school's spelling scheme.</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>Read aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation.</li> <li>Use effective intonation, stress and expression that indicate comprehension.</li> <li>Maintain pace and accuracy.</li> <li>Read approximately 100 words per minute accurately from age-appropriate text.</li> </ul>
Narrative Technique	<p>Reading picture books and classic children's fiction:</p> <ul style="list-style-type: none"> <li>Discuss how the choice of point of view affects the reader's understanding of the story and characters.</li> <li>Identify third person limited and third person omniscient and the features of these points of view.</li> </ul>
Explore and Debate	<ul style="list-style-type: none"> <li>Discuss and compare texts from a wide variety of classic fictional writers.</li> <li>Identify how language, point of view, structure and presentation contribute to meaning.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>
Authorial Intent	<ul style="list-style-type: none"> <li>Discuss vocabulary used to capture readers' interest and imagination.</li> </ul>
Inference and Prediction	<ul style="list-style-type: none"> <li>Draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text.</li> <li>Justify predictions from details stated and implied.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information such as headings, subheadings, bolded text, and bullet points.</li> <li>Use dictionaries or digital device to check the meaning of words.</li> </ul>

Year 4	
Oracy	
Voice and Body Language	<ul style="list-style-type: none"> <li>Deliberately select movement and gesture when addressing an audience.</li> <li>To use pauses for effect in presentational talk e.g. when telling an anecdote or joke.</li> </ul>
Vocabulary, Language and Rhetorical Techniques	<ul style="list-style-type: none"> <li>Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain.</li> </ul>
Content, Structure, Clarifying and Summarising, Self-Regulation and Reasoning	<ul style="list-style-type: none"> <li>Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event.</li> <li>Ask probing questions.</li> </ul>
Working with others, Listening and Responding, Confidence in Speaking, Audience and Awareness	<ul style="list-style-type: none"> <li>Use more natural and subtle prompts for turn taking.</li> <li>Consider the impact of their words on others when giving feedback.</li> </ul>