



Always our best, for God, each other, and ourselves.

St. Ann's Church of England Primary School

Y4 ENGLISH LONG TERM PLAN (2021-22)

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Author Focus	Maria Isabel Sanchez Vegara		Yuval Zommer		Michael Morpurgo	
Shared Novel	Anne Frank	Mahatma Gandhi	The Big Book of the Blue	The Skies above my Eyes.	The Butterfly Lion	Private Peaceful
Poetry Focus	From a Railway Carriage by Robert Louis Stevenson		The Evacuee by Shirley Tomlinson		Thank You by Benjamin Zephaniah	
Writing composition	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes with an awareness of the audience • Use commas to mark clauses in complex sentences • Use apostrophes correctly to mark possession • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." (The focus should be on punctuating the whole section of speech correctly including the lead up and follow on from direct speech) • Use dialogue to convey character and/or move action on • Create sentences with fronted adverbials for when, where and how and demarcate with a comma e.g. As the clock struck twelve, the soldiers sprang into action, In the distance, a lone wolf howled • With increasing confidence and accuracy, group related material into paragraphs. (Paragraphs to be taught using the 'TIP TOP' strategy. New paragraph to be used when there is a change in TIME (TI), PERSON (P), TOPIC (TO) or PLACE (P). This strategy should be applied for both narrative and non-narrative pieces.) • <i>* leave a line between paragraphs (no indenting)</i> • Use the range of punctuation taught up to and including Y4 expectations • Proofread to check for errors in spelling, grammar (include checking for tense) and punctuation in own and others' writing according to year group expectations 					
Reading	<p><u>Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text.</u></p> <p>KPIs:</p> <ul style="list-style-type: none"> • Explain the meaning of key vocabulary within the context of the text • Use punctuation to determine intonation and expression when reading aloud to a range of audiences • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence • Identify main ideas drawn from more than one paragraph and summarise these • Navigate texts e.g. using contents and index pages, in order to locate and retrieve information in print and on screen • Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences 					

Punctuation & Grammar	Word	<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
	Sentence	<ul style="list-style-type: none"> • 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) • Fronted adverbials [for example, Later that day, I heard the bad news.]
	Text	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Punctuation	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Use of commas after fronted adverbials
	Terminology for pupils	<ul style="list-style-type: none"> • Determiner • Pronoun, possessive pronoun • Adverbial
Phonics/Spelling	<p>Spelling</p> <ul style="list-style-type: none"> • I can follow the Y3 spelling rules and spell most of the words on the Y3/4 word list • I can use further prefixes and suffixes and understand how to add them (eg. il-, im-, -ir/ -ous, -tion) • I can spell further homophones (eg. threw/through, meet/meat, wait/weight) • I can spell words that are often misspelt from the Y3/4 word list (eg. separate, library, to/two/too, a lot, their/there) • I can use the first two or three letters of a word to check its spelling in a dictionary • I can write from memory simple sentences including words and punctuation taught so far <p>Specifics:</p> <ol style="list-style-type: none"> 1. Words with endings sounding like /ʒə/ or /tʃə/ 2. Endings which sound like /ʒən/ 3. The suffix –ous 4. Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian 5. Words with the /k/ sound spelt ch (Greek in origin) 6. Words with the /j/ sound spelt ch (mostly French in origin) 7. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) 8. Words with the /s/ sound spelt sc (Latin in origin) 9. Words with the /et/ sound spelt ei, eigh, or ey 10. Homophones or near-homophones <p>Revision of objectives and words contained within word list</p>	
Handwriting	<ul style="list-style-type: none"> • Maintain legibility in joined handwriting. • Write with consistency in size and proportion of letters, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch <p>* A Y3 pupil cannot be assessed at working at Y3 expected standard without joining up their handwriting</p>	