

## Year 4 English Long Term Planning Overview

Reading:	
Word reading	<ul style="list-style-type: none"><li>•Most pupils will be highly fluent readers of age-appropriate texts by the time they enter Year 4. If pupils are struggling, they receive additional support to improve their word-reading skills.</li><li>•Although some word-reading is still undertaken in order to develop pupils' vocabulary, the emphasis will be on reading comprehension.</li><li>•Pupils will build upon their knowledge of root words, common prefixes and suffixes to work out the meanings of unknown words.</li></ul>
Comprehension	<ul style="list-style-type: none"><li>•Pupils will continue to meet a widening range of different texts, including listening to stories, poems, non-fiction and other writing.</li><li>•They will learn how to justify their opinions and give reasons for their views about texts.</li><li>•They will continue to learn about the features and conventions of different text types, and will explore the ways fiction and non-fiction texts are presented.</li><li>•Pupils will have opportunities to listen to stories, poems, non-fiction and other writing in order to build on the work they have completed in previous year groups.</li></ul>
Writing:	
Transcription	<ul style="list-style-type: none"><li>•Pupils will continue to learn to spell commonly misspelled words (e.g. <i>homophones, prefixes and suffixes</i>).</li><li>•They will be taught to become more independent when using dictionaries to check spellings.</li><li>•In handwriting, pupils will continue to be taught to join letters and develop a clear and consistent handwriting style.</li><li>•Pupils will learn how to place the apostrophe for possession in words with regular plurals (e.g. <i>girls', boys'</i>) and in words with irregular plurals (e.g. <i>children's</i>).</li></ul>
Composition	<ul style="list-style-type: none"><li>•Pupils will build upon the planning, drafting and editing work taught in Year 3.</li><li>•They will become more independent in deciding how to make their writing appropriate for its purpose and audience.</li><li>•They will develop their work on the differences between Standard English and non-Standard English, and begin to use each one appropriately.</li><li>•They will be taught a range of different sentence structures to use in their writing.</li><li>•They will learn to more sophisticated punctuation to indicate grammatical and other features (e.g. using commas after <i>fronted adverbials</i>).</li></ul>

## Expected outcomes by the end of Year 4:

### Outcomes – pupils can:

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| <ul style="list-style-type: none"> <li>• identify key characters and main themes</li> <li>• retell a version of a story</li> <li>• use a dictionary to find word meanings spell tricky words</li> <li>• explain what a legend is</li> <li>• write a newspaper report</li> <li>• begin to use pronouns for clarity and cohesion</li> <li>• produce a character study</li> <li>• contribute to a class discussion</li> <li>• write a persuasive piece</li> <li>• identify key features of stories</li> <li>• write in the style of a story</li> <li>• use speech marks and punctuation</li> <li>• identify key features of a ballad</li> <li>• perform a ballad</li> <li>• write own version of a ballad</li> <li>• understand plot, character and setting</li> <li>• use apostrophes</li> <li>• use prefixes</li> <li>• start sentences with correctly punctuated adverbials</li> <li>• create effective character profiles using a range of grammatical features</li> <li>• use a wide range of prefixes</li> <li>• plan, write and edit a sci-fi story</li> <li>• use adverbial phrases</li> <li>• identify and use prepositions</li> </ul> | <ul style="list-style-type: none"> <li>• distinguish between the features of myths and the features of legends</li> <li>• write information texts in paragraphs</li> <li>• write using a range of different sentence structures</li> <li>• write explanation texts with headings discuss characters</li> <li>• use inference</li> <li>• write a diary entry from a character's point of view</li> <li>• use the features of a playscript appropriately</li> <li>• perform a script</li> <li>• select the correct spelling of homophones</li> <li>• use imaginative language and create atmosphere in non-fiction</li> <li>• use possessive apostrophes</li> <li>• plan and write a free verse poem, using varied and rich vocabulary</li> <li>• write appropriate speech bubbles</li> <li>• use role play to analyse a scene</li> <li>• use appropriate grammar</li> <li>• write a narrative text</li> <li>• punctuate speech</li> <li>• plan a pictorial story</li> <li>• use the perfect form of verbs</li> <li>• produce a text formed of words and pictures</li> </ul> | <ul style="list-style-type: none"> <li>• use prefixes and suffixes accurately</li> <li>• engage and discuss a book through inferring what the characters think and predicting what might happen next</li> <li>• use pronouns</li> <li>• write a sustained review of a book using opinion appropriately</li> <li>• infer character's feelings</li> <li>• write an issue-based story</li> <li>• use the editing process to produce a clearly written and well- punctuated story</li> <li>• use adverbs</li> <li>• explore poems using inference</li> <li>• write a haiku</li> <li>• contribute to a campaign and debate</li> <li>• write a diary entry with appropriate handwriting</li> <li>• respond to a short story</li> <li>• use grammar, punctuation and spelling conventions</li> <li>• plan, draft, edit and write a short story using paragraphs</li> <li>• perform poetry using sound to create atmosphere</li> <li>• write an animal poem</li> </ul> |
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<ul style="list-style-type: none"><li>•plan and write a newspaper article</li><li>•use role play to create stories</li><li>•produce a calligram on a specific subject</li><li>•draft and edit to get the best effect</li><li>•use the suffix '-ous'</li></ul>	<ul style="list-style-type: none"><li>•spell words with common patterns</li><li>•produce an appropriate non- fiction text</li><li>•use dictionaries to find meanings of words</li><li>•make inferences</li><li>•draft and edit a monologue</li><li>•identify the effect of the poet's language choices</li></ul>	
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