

English Long Term Planner – Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Tell me a Dragon (2 weeks)</u> Outcome: Descriptive ‘my dragon’ poem. Purpose: describe Audience: family Form: poem Grammar: Expanded noun phrases <u>Dare to Care: Pet Dragon (2 weeks)</u> Outcome: Instructions for looking after their own dragon / trapping a dragon. Purpose: to instruct Audience: Thomas (the boy who grew dragons book) Form: instructions Grammar: Time adverbials and imperative verbs <u>How to train your dragon (2 weeks)</u> Outcome: narrative scene of choosing your dragon or meeting toothless (focus on sequencing) Purpose: entertain Audience: Year 3 Form: narrative Grammar: Word classes, simple and compound sentences	<u>Arctic and Antarctic DK Eye Wonder (2 weeks)</u> Outcome: an Information text about winter weather in the arctic Purpose: inform Audience: artic explorers Form: information text Grammar: paragraphs and subheadings <u>The Lion the Witch and the Wardrobe (1 week)</u> Outcome: Description of the White Witch Purpose: describe Audience: People of Narnia Form: warning to creatures of Narnia Grammar: Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition <u>Polar Express (3/4 weeks)</u> Outcome: narrative portal story Purpose: entertain Audience: Year 5 Form: narrative Grammar: Choose powerful verbs & Variation in sentence structures	<u>How to build robots (2 weeks)</u> Outcome: Explanation text, design a robot and explain how it works. Purpose: explain Audience: Year 4 Form: Explanation Grammar: Use conjunctions, adverbs and prepositions to express time and cause <u>Viking Voyagers (2 weeks)</u> Outcome: an information text about the Vikings Purpose: inform Audience: Next year 4s Form: information text Grammar: Revise simple tenses <u>Beowulf by Michael Morpurgo (2/3 weeks)</u> Outcome: Eye witness report of the fight between Grendel and Beowulf, and perform it. Purpose: account/report Audience: people of the Heorot Form: eye witness report Grammar: possessive apostrophe for regular singular nouns	<u>Greenling by Livvie (2 weeks)</u> Outcome: Blog recount on the dilemmas faced by the characters. Purpose: recount Audience: Greenling characters Form: blog Grammar: possessive apostrophe with plural nouns <u>Varmints short film (2 weeks)</u> Outcome: Narrative to accompany the film Purpose: entertain Audience: Year 5 Form: narrative Grammar: Use direct speech and punctuate it correctly <u>The Dream Giver short film (2 weeks)</u> Outcome: Film review of the dream giver for the film maker Purpose: review Audience: film maker Form: article Grammar: Use conjunctions to express time and cause	<u>The legend of Podkin One Ear (1 week)</u> Outcome: character description of the characters in the story Purpose: describe Audience: Year 5 Form: Character profiles Grammar: use a wider range of conjunctions <u>The legend of Podkin One Ear (2/3 weeks)</u> Outcome: Unseen narrative scene – pick a moment in the text and write what happens next. Purpose: entertain Audience: Year 4 Form: Narrative Grammar: embedded clauses <u>The legend of Podkin One Ear (2 weeks)</u> Outcome: letter to persuade author to make the book a movie or not. Purpose: persuade Audience: the author Form: letter Grammar: subordinate clauses <u>The Legend of Podkin One Ear</u> Point of application: review Podkin one ear.	<u>The Lost Words (2 weeks)</u> Purpose: evoke emotions and encourage/ persuade Audience: Year 6 Form: poem Outcome: an environmental poem Grammar: repetition to persuade <u>Guardians of the planet (2 weeks)</u> Purpose: Advise Audience: Family Form: leaflet Outcome: an advice leaflet about caring for the planet. Grammar: Modal verbs <u>Guardians of the planet (1 week)</u> Purpose: Discuss/persuade Audience: People of Romsey Form: Speech Outcome: Persuasive speech to encourage the people of Romsey to care for the planet. Grammar: comparative and superlative adjectives <u>Boy in the girl’s bathroom (1/2 weeks)</u> Point of Application: Write Bradley a letter to advise him about how to behave in Year 5.

Objectives: *Plan their writing by discussing and recording ideas so that writing is clear in purpose *In narratives, create settings, characters and plot *Expanded noun phrases *A wider range of appropriate conjunctions and adverbs to express time *fronted adverbials followed by a comma *Compound sentences using all co-ordinating conjunctions *Modal verbs *evaluate and edit the effectiveness of their own and other's writing *draft and write by composing and rehearsing sentences orally Speaking and listening Objectives: *Ask relevant questions to extend their understanding and knowledge *Use relevant strategies to build their vocabulary	Objectives: *In narrative and non-fiction, description/detail is expanded through appropriate vocabulary *Non narrative material uses simple organisational devices – engages the reader through appropriate headings and relevant sub-headings *Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition *Choose powerful verbs *evaluate and edit the effectiveness of their own and other's writing *Variation in sentence structures Speaking and listening Objectives: *Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Objectives: *Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn the structure, vocabulary and grammar *Organise paragraphs around a theme *Use conjunctions, adverbs and prepositions to express time and cause *A range of additional detail and explanations included *proof-read for spelling and punctuation errors *When discussing writing similar to that which they are planning, select the most relevant information, vocab Speaking and listening Objectives: *Select and use appropriate registers for effective communication *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Objectives: * A wider range of appropriate conjunctions and adverbs and prepositions to express time, place and cause for cohesion within and between sentences *Use conjunctions to express time and cause *Use direct speech and punctuate it correctly *informal and formal language *embedded clause with and 'ing' verb (Tom, smiling sweetly, hid the potion book.) *propose changes to grammar and vocabulary to improve consistency *Extend the range of sentences with more than one clause by using a wider range of conjunctions Speaking and listening Objectives: *Consider and evaluate different viewpoints, attending to and building on the contributions of others *Listen and respond appropriately to adults and their peers	Objectives: * In narratives, create settings, characters and plot *A range of additional detail and explanations included *Narrative and non-fiction texts include an appropriately signalled opening and ending *Use inverted commas where the speech is preceded by the speaker *A sentence that gives three actions (Tom slammed the door, threw his books on the floor and slumped to the ground) *Subordinate clauses surrounded by commas *evaluate and edit the effectiveness of their own and other's writing Speaking and listening Objectives: *Ask relevant questions to extend their understanding and knowledge *Use relevant strategies to build their vocabulary	Objectives: *Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so meaning is clear *Writing is clear in purpose with viewpoint consistently maintained *Modal verbs *repetition to persuade *comparative and superlative adjectives *evaluate and edit the effectiveness of their own and other's writing Speaking and listening objectives: *Articulate and justify answers, arguments and opinions *Speak audibly and fluently with an increasing command of Standard English *Participate in presentations, performances and debates *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Additional SPAG: *Capital letters for proper nouns *know the difference between prepositions and an adverb *verb ending in 'y' change to an 'i' *Plural of nouns ending with a 'y' *Use a dictionary	Additional SPAG: *Plural nouns of words ending in 'o' *Possessive pronouns *prepositions *Simple, compound and complex sentences	Additional SPAG: *Compound nouns using hyphens *Specific determiners *Revise simple tenses *possessive apostrophe for regular singular nouns	Additional SPAG: *Past perfect continuous verb form of 'had' and past participle + 'ing' in contrast to past tense *possessive apostrophe with plural nouns	Additional SPAG: *Past perfect continuous verb form *subordinate clauses Revision from AFL	Additional SPAG: Revision from AFL
Guided Reading texts: The boy who grew dragons	Guided Reading texts: The Lion the witch and the wardrobe The Polar Express	Guided Reading texts: Beowulf	Guided Reading texts: The Explorer	Guided Reading texts: The legend of Podkin One Ear	Guided Reading texts: There's a boy in the girls bathroom

