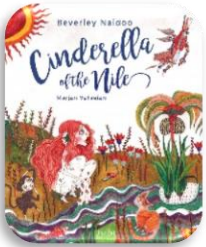
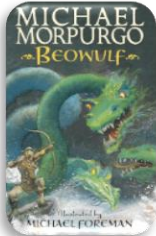
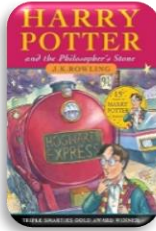
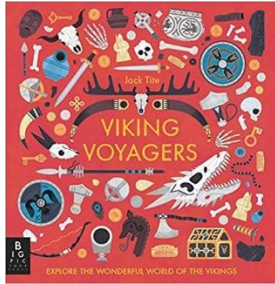




Year 4 English Long-Term Planning

Autumn 1 (7wks)	Autumn 2 (7 wks)	Spring 1 (5.5 wks)	Spring 2 (6 wks)	Summer 1 (6wks)	Summer 2 (6.5wks)
Writing outcome 1: (3 weeks) Outcome: Story narrative (different setting) Text:  Stimuli: Videos and other Cinderella stories from other cultures. Subject link: History: The Ancient Egyptians Experience/visit/trip: Role play/drama	Writing outcome 1: (3 weeks) Outcome: Adventure story Text:  Stimuli: Videos and pictures of floods in the UK Subject link: Geography: Rivers and the water cycle	Writing outcome 1: (3 weeks) Outcome: Diary Text:  Stimuli: Beowulf Subject link: History: Anglo-Saxons Experience/visit/trip: Role play/drama	Writing outcome 1: Outcome: Story scene (focus on dialogue) Text:  Stimuli: Harry potter website, films, pictures and stories Experience/visit/trip: Role play/drama	Writing outcome 1: Outcome: Persuasive letter Text:  Stimuli: Viking videos, pictures Subject link: Vikings – history topic	Writing outcome 1: Outcome: Adventure story scene Text:  Stimuli: Non-fiction texts about the Alps, Google Earth, articles from explorers, other fictional stories set in mountains. Subject link: Geography: Mountains: The Alps Experience/visit/trip: Google Earth, videos and pictures of explorers in the Alps. Role play/drama

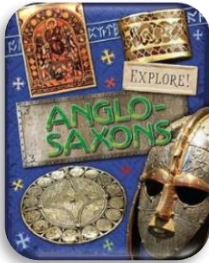
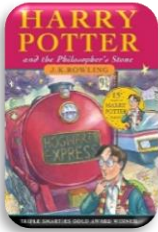


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Focus teaching: Oracy: Pupils to devise questions for Cinderella and then take in turns to answer questions. Possible hot-seating activity R: to retell the story of 'Cinderella of the Nile' which entertains. A: adults and children F: powerful adjectives and verbs, expanded noun phrases (descriptive), prepositions, comma in a list, sequenced and coherent, 3rd person, past tense. T: descriptive, folk GD: accurate use on conjunctions, fronted adverbials, storytelling features evident in the writing eg build of suspense.	Focus teaching: Oracy: Pupils to work in pairs to discuss and list problems caused by the flood. Teacher to lead class discussion about the impact. Pupils to role-play the character whose story they will be writing in pairs then some for the class, R: to write a narrative in first person which describes the impact of a flood from the point of view of the observer. A: children in Year 5 F: paragraphing, expanded noun phrases, powerful verbs, adverbs, adjectives, inverted commas for speech, subordination/clauses first person T: mix of formal and informal language, present tense ** told from a residents point of view or a neighbour observing. GDS: Some elements of figurative language (similes) to make writing vivid and engaging, view of observer maintained throughout, accurate punctuation and accurate use of subordinating clauses.	Focus teaching: Oracy: Pupils to devise questions for Beowulf. Then use them to hotseat the teacher/ Q and A with pupils taking it in turns to be Beowulf. R: To write Beowulf's diary which reflects on the Grendel's attack. A: Beowulf – diarist F: describe the important events, thoughts and feelings, expanded noun phrases, conjunctions and prepositions/phrases /adverb/adverbial phrases, ideas organised into paragraphs, fronted adverbials T: informal, personal, reflective, descriptive, 1st person, present tense for emotions. GDS: to be given the option of writing from Grendel's point of view. Maintain the features of a diary and avoid simple retell.	Focus teaching: Oracy: Pupils to orally rehearse key events of the story and possibly act out one of the events. R: to rewrite the story scene from the chapter 'Hallowe'en'. A: children in Year 3 F: well structured, paragraphs, characterisation, setting description, dialogue with inverted commas, element of suspense, fronted adverbials/prepositions, nouns and pronouns for clarity, describe character's feelings and emotions, conjunctions for time and cause, past tense, 3rd person, suspenseful. T: mix of formal and informal language, GDS: accurate punctuation of speech and some evidence of effective dialogue, good language choices.	Focus teaching: Oracy: Pupils to role-play persuading someone to do something e.g. being allowed to stay up late, gong on a trip. Then extend to persuading a Viking. R: to write a persuasive letter which invites someone to become a Viking Warrior. A: Someone who wants to be a Viking F: technical vocabulary, paragraphing, range of sentences (inc rhetorical questions), expanded noun phrases, prepositions, commas in lists, adverbials (including fronted followed by a comma), further range of conjunctions, imperative verbs, comparative and superlative language, persuasive phrases, alliteration first person, present perfect tense T: Formal, informative, factual, polite/clear, catchy, impersonal GDS: accurate punctuation of speech and some evidence of effective dialogue, good language choices.	Focus teaching: Oracy: Pupils to use drama to think about and act out alternative endings to the story. R: to write an alternative ending of a chapter in 'Brockenspectre'. A: children in Year 5 F: well structured, paragraphs, characterisation, setting description, dialogue with inverted commas and internal punctuation, element of suspense, adventure, multi clause sentences with fronted adverbials/prepositions, use of possessive apostrophes, , a variety of sentence forms, appropriate vocabulary for style of narrative, nouns and pro nouns for clarity and cohesion, past tense, 3rd person, suspenseful. T: mix of formal and informal language, GDS: writing reflects the text that they have read, develop their own ending, characterisation, dialogue included.
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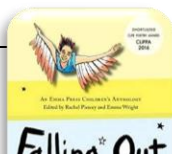
Year 4 English Long-Term Planning

Writing outcome 2: (2 weeks) Outcome: Informal letter (recount) Text:  Stimuli: Character role Subject link: History: The Ancient Egyptians Experience/visit/trip: Drama/role play	Writing outcome 2: (2 weeks) Outcome: Diary Text:  Stimuli: Videos and pictures of floods in the UK Subject link: Geography: Rivers and the water cycle	Writing outcome 2: (2 weeks) Outcome: Non-chronological report Text:  Stimuli: Photos/artefacts Subject link: History: Anglo-Saxons Experience/visit/trip: Videos/ non-fiction texts	Writing outcome 2: Outcome: Persuasive letter Text:  Stimuli: Harry potter website, films, pictures and stories Experience/visit/trip: Role play/drama	Writing outcome 2: Outcome: Non-chronological report Text: Stimuli: Videos, pictures and non-fiction texts about The Tudors. Horrible history videos. Subject link: History: The Vikings Experience/visit/trip: Viking visit	Writing outcome 2: Outcome: Diary Text:  Stimuli: Non-fiction texts about the Alps, Google Earth, articles from explorers, other fictional stories set in mountains. Subject link: Geography: Mountains: The Alps Experience/visit/trip: Google Earth, videos and pictures of explorers in the Alps. Role play/drama



Year 4 English Long-Term Planning

Focus teaching: Oracy Pupils to rehearse what the letter will say. Eg through role playing a conversation or telephone call.. R: to write an informal letter that informs Grandad of a mystery parcel. A: The recipient of the letter (character) F: paragraphing, subordinating clauses (start and middle), multi clause sentence/conjunctions, range of sentences (!)1st person, past tense. T: Informal, informative, chronological, personal, GDS: tone of letter maintained, evidence of character being understood, accurate features of a letter.	Focus teaching: Oracy: Pupils to work in small groups to discuss the feelings of the person whose home has been flooded. Vocab lists could be provided to stimulate discussion and extend vocabulary. R: To write a diary which tells of the impact of the flood on the family. A: diarist F: describe the important events, thoughts and feelings, expanded noun phrases, conjunctions and prepositions/phrases /adverb/adverbial phrases, ideas organised into paragraphs, 1st person, present tense for emotions. T: informal, personal, reflective, descriptive, GDS: accurate use of first person, avoidance of simple retelling and more understanding of the features of a diary.	Focus teaching: Oracy: Pupils to create posters of key facts about the Anglo- Saxons and share with class. This could be a round-robin activity. R: To write a non-chronological report which explains about the lives of the Anglo-Saxons. A: History book F: clear opening section, technical language, fronted adverbials, organisational features (subheadings), paragraphing, factually accurate information. T: formal, third person, informative, GDS: Selection of own heading, some use of question marks, formality of the piece is maintained, paragraphs are well developed.	Focus teaching: Oracy: Pupils to role-play persuading someone to do something. .Then extend to persuading Dumbledore.. R: To write a persuasive letter which informs Dumbledore why we should be the new DADA teacher. A: Dumbledore F: facts and statistics, technical vocabulary, paragraphing, range of sentences (inc rhetorical questions), expanded noun phrases, commas in lists, adverbials (including fronted followed by a comma), further range of conjunctions, imperative verbs, comparative and superlative language, use of questions and exclamations, present perfect tense, first person, T: Formal, informative, factual, polite/clear, impersonal GDs: understanding of the character maintained, features of persuasive writing developed and maintained.	Focus teaching: Oracy: Pupils to work in pairs/small groups to create a list of key facts. Pupils could pose questions of each other and rehearse answers. R: To write a non-chronological report which informs the reader of Viking longships. A: History book F: clear opening section, technical language, noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases to convey complicated info concisely, fronted adverbials, organisational features (subheadings), paragraphing, factually accurate information, pictures and captions T: formal, third person, informative, non-chronological GDS: Selection of own heading, some use of question marks, formality of the piece is maintained, paragraphs are well developed.	Focus teaching: Oracy: Pupils to work out questions that the diary might answer then use the questions to interview the diary writer. R: To write 2 diary entries which describes the feelings of the child's journey to find the his father. A: Character from the book F: describe the important events, thoughts and feelings, expanded noun phrases, conjunctions and prepositions/phrases /adverb/adverbial phrases, ideas organised into paragraphs, emotive language, fronted adverbials, language that matches the diary owner, chronological, 1st person, present tense for emotions. T: informal, personal, reflective, descriptive, GDS: reflective/emotive diary from 2 scenes in the book which clearly describes character feels emotion (positive/negative)
Writing outcome 3: (2 weeks) Outcome: chronological report Text:	Writing outcome 3: (2 weeks) Outcome: Explanation text (water cycle)	Poetry unit: (1 unit) Outcome: Kennings Text:	N/a	Writing outcome 3: Outcome: Explanation text Text:	Writing outcome 3: Outcome: Explanation text Text:





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Stimulus: Videos and non-fiction texts about Gods/mummification Subject link: History: The Ancient Egyptians Experience/visit/trip: Artefacts box.	Stimuli: Videos of water cycle/non-fiction texts Subject link: Geography: Rivers and the water cycle. Science: States of matter/single use plastic/burning materials Experience/visit/trip: Trip to River Irwell			Stimuli: Non-fiction texts about the digestive system, pictures/videos. Subject link: Science: The digestive system Experience/visit/trip: Google virtual tour of the digestive system.	Stimuli: Non-fiction texts about mountains and explorers, pictures/videos. Subject link: Geography: mountains: the Alps Experience/visit/trip: Google earth
Focus teaching: Oracy: R: To write a chronological report which explains what happens in the process of mummification. A: History book F: some use of technical language, expanded noun phrases to convey complicated info concisely, organisational features (time adverbials), paragraphing, factually accurate information, chronological, past tense T: formal, third person, informative,	Focus teaching: Oracy: R: to write an explanation text which explain the process of the water cycle. A: national geographic magazine F: well organised into paragraphs with a clear opening statement, clear logical steps, chronological order, accurate labelling of a diagrams, technical vocabulary, coordinating and subordinating conjunctions, adverbials of time/manner (front or middle), commas for clarity T: formal, chronological, impersonal, factual	Focus teaching: Oracy: R: to write a kenning poem which describes an Anglo-Saxon warrior. A: Year 4 F: verb/noun, figure of speech, hyphens, T: informal, descriptive	N/a	Focus teaching: Oracy: R: to write an explanation text which explains the process of the digestive system. A: science magazine F: well organised into paragraphs with a clear opening statement, clear logical steps, chronological order, use of simple diagrams, technical vocabulary, adverbials of time (front or middle), commas for clarity, use noun phrases by the addition of modifying adjectives/nouns and prepositional phrases to convey complicated	Focus teaching: Oracy: R: to write a non-chronological text which explains how to be a successful mountaineer. A: people who are interested in mountaineering. F: well organised into paragraphs with a clear opening statement, clear logical steps, chronological order, use of illustrations/diagrams, technical vocabulary, coordinating and subordinating conjunctions, adverbials of time/manner (front or middle), commas for clarity, use noun phrases by



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GD – accurate use of technical language, varied range of time adverbials. Accurate use of past tense throughout, formal tone maintained.	*different from instructions GD: formality of text maintained, accurate and detailed steps evident, accurate use of technical vocab.			information concisely, multi-clause sentences. T: formal, chronological, impersonal, factual GDS: formality of the tone sustained, explanations are detained, cohesive and informative.	the addition of modifying adjectives/nouns and prepositional phrases to convey complicated information concisely, multi-clause sentences. T: formal, impersonal, factual GDS: formality of the tone sustained, explanations are detained, cohesive and informative.
Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing classroom library.</i> - Yeh-shen (Ai-Ling Louie) - <i>China</i> - Cendrillon (Robert D. San Souci) – <i>Caribbean</i> - The rough face girl (Rafe Martin) - Non-fiction texts about Ancient Egypt Gods (class library) - The Story of Tutankhamun (Patricia Cleveland-Peck) - So you think you've got it bad (Chae Strathie) - Non-fiction texts about Ancient Egypt Gods (class library) - The Story of Tutankhamun (Patricia Cleveland-Peck) - So you think you've got it bad (Chae Strathie)	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing classroom library.</i> - Rivers and coasts (Geographics) - The River Nile (Paul Manning) - Where on Earth – Rivers (Susie Brooks) https://kids.nationalgeographic.com/science/article/flood Greta's story (Valentina Camerini) - What a waste (Jess Finch) - Plastic kids (Martin Dorey) - Planet full of plastic (Neal Layton) https://www.kidsagainstplastic.co.uk/ https://www.greenpeace.org.uk/ Once upon a raindrop - Greta's story (Valentina Camerini) - What a waste (Jess Finch) - Plastic kids (Martin Dorey) - Planet full of plastic (Neal Layton)	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing classroom library.</i> Anglo-Saxons non-fiction books	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing classroom library.</i> - Other Harry Potter books/films - Books on magic.	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing classroom library.</i> - Viking visit - Non-fiction books about The Vikings - Horrible Histories. - DK Vikings (eyewitness) - Non-fiction books about the human body in class library - Human odyssey (Dominic Walliman) - The Human Body: Let's Investigate (Ruth Owen)	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing classroom library.</i> - Discover and do – electricity (Jane Lacey) - DK find out - Electricity Fictional stories set in mountains. - Articles about explorers in the Alps. - Great Adventurers (Alastair Humphreys) - Fictional stories set in mountains. - Articles about explorers in the Alps. - Great Adventurers (Alastair Humphreys)



Year 4 English Long-Term Planning

	• https://www.kidsagainstoplastic.co.uk/ • https://www.oceangeneration.org/blog/plastic-oceans-is-now-ocean-generation • https://www.greenpeace.org.uk/				