



# English Curriculum

## Long Term Plan - 2025-2026 - Year 4

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text/Book/Poem</b>	The Kapok Tree	Marcy and the Riddle of the Sphinx	The Journey Home	The Queen's Token	The village that vanished. Lila and the Secret of Rain	Queen Elizabeth
<b>Genres/ Writing Outcomes</b>	Poetry Non-chronological report	Narrative Diary - Short burst write	Explanation Persuasive letter	Newspaper Diary	Adventure/ Quest Narrative Poetry (performing) - shorter unit	Non-Chronological Reports Letters - shorter unit
<b>Class Read</b>	Planet Omar - PHSE link	There's a pharaoh in our bath	Our Planet	The Queen's Token	The boy who biked the world - Around Africa	The Secret Diary of Jane Pinny, Victorian House Maid
<b>Reading Skills</b>	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.  I know which books to select for specific purposes.  I can recognise different forms of poetry.  I can draw inferences and predict what might happen.	I can use dictionaries efficiently to check the meaning of unfamiliar words  I can read books that are structured in different ways.  I can identify themes and conventions in a wide range of books.  I can discuss words and phrases that capture the reader's interest and imagination.	I can apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words.  I can identify themes and conventions in a wide range of books.  I can discuss my understanding of a text and ask questions to improve it.  I can build on others' ideas/opinions about a text in discussion.	I can read further exception words, noting unusual correspondences between spelling and sound  I can discuss my understanding of a text and ask questions to improve it.  I can draw inferences and predict what might happen.  I can re-read & read ahead to check for meaning.	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words  I can increase my familiarity with a wide range of books, including myths and legends.  I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I know which books to select for specific purposes.  I can identify themes and conventions in a wide range of books.  I can build on others' ideas/opinions about a text in discussion  I can discuss words and phrases that capture the reader's interest and imagination. I can re-read & read ahead to check for meaning
<b>Writing Composition</b>	<u>Planning writing</u> I can discuss and record ideas.	<u>Planning writing</u> I can compose sentences orally (including dialogue)	<u>Planning writing</u> I can discuss models of writing, noting its structure, grammatical	<u>Planning writing</u> I can discuss models of writing, noting its structure, grammatical	<u>Planning writing</u> I can discuss and record ideas.	<u>Planning writing</u> I can discuss models of a letter, noting its structure, grammatical



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	<p><u>Draft &amp; write</u> I can organise paragraphs around a theme.</p> <p>I can write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p><u>Evaluate &amp; Edit</u> I can proof read for spelling and punctuation errors.</p> <p>I can read my writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that meaning is clear.</p>	<p>using rich vocabulary and a wider range of sentence structures.</p> <p><u>Draft &amp; write</u> I can use descriptions and speech to build a character and evoke a response</p> <p><u>Evaluate &amp; Edit</u> I propose changes to grammar to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can think about the standard forms of verbs. (we were/we was)</p>	<p>features and use of vocabulary.</p> <p><u>Draft &amp; write</u> I can use paragraphs to organise and sequence more extended narratives</p> <p><u>Evaluate &amp; Edit</u> I can evaluate my writing according to purpose considering the effectiveness of word choice, grammar and punctuation.</p>	<p>features and use of vocabulary.</p> <p><u>Draft &amp; write</u> I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p><u>Draft &amp; write</u> I can use paragraphs to organise and sequence more extended narratives</p> <p><u>Evaluate &amp; Edit</u> I can assess the effectiveness of my own and others' writing and suggest improvements.</p>	<p>I can compose sentences orally using rich vocabulary and a wider range of sentence structures.</p> <p><u>Draft &amp; write</u> I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can use descriptions and speech to build a character and evoke a response</p> <p><u>Evaluate &amp; Edit</u> I can read my writing aloud to an audience, using appropriate intonation, controlling tone and volume so that meaning is clear.</p>	<p>features and use of vocabulary.</p> <p><u>Draft &amp; write</u> I can write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p><u>Evaluate &amp; Edit</u> I can evaluate my writing and others according to purpose considering the effectiveness of word choice, grammar and punctuation</p> <p>I can think about the standard forms of verbs. (we were/we was)</p>
<u>Grammar &amp; punctuation</u>	<p>I can use apostrophes to mark plural possession.</p> <p>I can avoid repetition through choice of noun or pronoun</p> <p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases</p> <p>I can use fronted adverbials</p> <p>I can use commas after fronted adverbials.</p> <p>I can use inverted commas and other</p>	<p>I can use fronted adverbials with a comma after them.</p> <p>I can use apostrophes to mark plural possession.</p> <p>I can use a variety of verb forms correctly and consistently</p>	<p>I can use a variety of verb forms correctly and consistently</p> <p>I can use fronted adverbials with a comma after them.</p> <p>I can use inverted commas and other punctuation to indicate direct speech.</p>	<p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases</p> <p>I can use a varied and rich vocabulary</p> <p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including</p>	<p>I can use fronted adverbials to vary sentence structure (time, place and cause/manner)</p> <p>I can use a varied and rich vocabulary</p> <p>I can use a variety of verb forms correctly and consistently</p>



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		punctuation to indicate direct speech.		I can avoid repetition through choice of noun or pronoun	when, if, because, although	
<b>Transcription</b>	Use further suffixes and understand how to add them for example - -ation, -ous, -ion, -ian	Use further prefixes and understand how to add them for example - Anti-, auto- pre-	Spell words that are often misspelt (Year 4 word list)	- Spell further homophones	Spell correctly word families based on common words, for example - solve, solution, solver	Spell correctly word families based on common words, for example - solve, solution, solver

<b>Ongoing spelling</b>	Pupils should be taught to: - Continue to use a dictionary efficiently by identifying the first 2 or 3 letters of a word to check its spelling. - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
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