



English Curriculum

Long Term Plan - 2026-2027 - Year 4

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text/Book/Poem	The Kapok Tree	Marcy and the Riddle of the Sphinx	The Journey Home	The Queen's Token	op	Queen Elizabeth
Genres/ Writing Outcomes	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
Reading Skills	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
Writing Composition	<u>Planning writing</u> I can discuss and record ideas. <u>Draft & write</u> I can organise paragraphs around a theme.	<u>Planning writing</u> I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.	<u>Planning writing</u> I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. <u>Draft & write</u>	<u>Planning writing</u> I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.	<u>Planning writing</u> I can discuss and record ideas. I can compose sentences orally using rich vocabulary and a	<u>Planning writing</u> I can discuss models of a letter, noting its structure, grammatical features and use of vocabulary. <u>Draft & write</u>



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



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Transcription	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
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Ongoing spelling	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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