



English Curriculum

Long Term Plan 2023-2024

Year 4

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Challenge Question	Why should we care about the rainforest? (Geography)	Who were the Greeks and what have we learnt from them? (History)	Where would you choose to build a city? (Geography)	Who were the Romans and why were they so powerful? (History)	Were the Anglo-Saxons really smashing? (History)	What would you see on an African adventure? (Geography)
Text/Book/Poem	The Kapok Tree	Theseus and the Minotaur	The Journey Home	Escape from Pompeii Variety of newspaper models/video reports	Beowulf - Osbourne Children's Classics	The village that vanished.
Genres	Poetry Non-chronological report	Diary entries Narrative	Explanation Persuasive letter	Newspaper Diary	Letters Persuasive Writing Poetry(language)	5 part Narrative Poetry(performing)
Class Read	Planet Omar	Mark of the Cyclops (an Ancient Greek Mystery) Usborne Book of Greek Myths	Diary of a Killer Cat by Anne Fine	Gladiator Boy- A Hero's Quest by David Grimstone	Anthology of Children's Poems Horrible Histories -the Smashing Saxons	Gregory Cool (Young boy getting used to living in a new culture - it's hot and the animals are different. There are no gadgets, no TV etc even the clothes are different)
Reading Skills	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can attempt pronunciation of unfamiliar words drawing on prior	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I know which books to select for specific purposes, especially in relation to science,	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word I can attempt pronunciation of unfamiliar words drawing on prior	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and



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	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>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>I can assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>I propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can proof read for spelling and punctuation errors.</p> <p>I can think about the standard forms of verbs. (we were/we was)</p>	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>I propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can proof read for spelling and punctuation errors.</p> <p>I can think about the standard forms of verbs. (we were/we was)</p>	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>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>I can assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>I propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can proof read for spelling and punctuation errors.</p>	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>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>I can assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>I propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can proof read for spelling and punctuation errors.</p>	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>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>I can assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>I propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can proof read for spelling and punctuation errors.</p>	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>I propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>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</p>
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	I can begin to open paragraphs with topic sentences.		I can begin to open paragraphs with topic sentences.	I can begin to open paragraphs with topic sentences.		
Punctuation	I use commas after fronted adverbials.	<p>I can use inverted commas and other punctuation to indicate direct speech.</p> <p>I can use apostrophes to mark plural possession.</p> <p>I use commas after fronted adverbials.</p>	<p>I can use apostrophes to mark plural possession.</p> <p>I use commas after fronted adverbials.</p>	<p>I can use apostrophes to mark plural possession.</p> <p>I use commas after fronted adverbials.</p>	<p>I can use apostrophes to mark plural possession.</p> <p>I use commas after fronted adverbials.</p>	<p>I can use inverted commas and other punctuation to indicate direct speech.</p> <p>I can use apostrophes to mark plural possession.</p> <p>I use commas after fronted adverbials.</p>

<p>Spelling *Taught throughout the year including RWI Spelling*</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Spell further homophones - Spell words that are often misspelt (Year 3 and 4 word list) - Use further prefixes and suffixes and understand how to add them for example - ation, ous, ion, ian - Use the first 2 or 3 letters of a word to check its spelling in a dictionary - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - Spell correctly word families based on common words, for example - solve, solution, solver - Identify the root in longer words
<p>Handwriting *Taught additionally but expected to be applied during lessons*</p>	<ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Increase the legibility, consistency and quality of their handwriting