

Literacy long term planning Year 4

This is the updated long term planning which includes genres to be taught each half term to ensure that there is coverage for narrative, poetry and nonfiction. Links have been made to topics when possible. Units have also been moved around to enable progression in writing to be used for moderation throughout the year.

Year 4	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Genre moderation focus	Narrative	Instructions	Non-chronological report	Persuasive text	Explanation text	Recount
Narrative	Stories in familiar settings Mind Me Good (VL) 2 weeks <u>Pugs of the Frozen North</u> (literacy shed +) 2 weeks	Stories from other cultures African Tales (CLPE) 3 weeks	Fiction with an element of fantasy Iron Man (CLPE) 2 weeks	The Miraculous Journey of Edward Tulane (CLPE) 3 weeks	Fantasy Stories Charlie and the chocolate factory 5 weeks	Varkax Paw (CLPE) 3 weeks The Fireworks's maker daughter (literacy shed +) 2 weeks
Poetry	Poems to Perform Hot like Fire (CLPE) 2 weeks		Narrative Poems You wait till I'm older by Michael Rosen 2 week	Odes and insults 1 week		
Nonfiction	Biography Based on historical figure linked to black history month i.e. Nelson Mandela 1 week	<u>This Moose Belongs to Me</u> (includes instructions and persuasive writing) 2 weeks Flotsam (includes report writing and persuasive writing) (literacy shed +) 2 weeks	<u>Non-chronological report linked to science or topic</u> 2 weeks	Persuasive writing <u>Linked to history topic of the Tudor i.e. Should Henry VIII be allowed to marry again?</u> 2 weeks	Texts <u>Based around where chocolate comes from or is made</u> 1 week	<u>Tuesday</u> (newspaper articles) (literacy shed +) 2 weeks

Explore belonging to a group and right decisions with Charlie and the Chocolate factory, Iron Man, Varjax Paw

Explore peer pressure with Varjax Paw, Charlie and the Chocolate Factory

Explore true friendship with The Miraculous journey of Edward Tulane; Iron Man

Curriculum Drivers:

These drivers should shape and lead our curriculum, we need to plan with them consistently and are at the core of our curriculum

We want our children to have enquiring, creative, independent minds	We want our children to be good communicators	We want our children to be good problem solvers	We want our children to have a healthy future
<p>To have enquiring, creative, independent minds we need:</p> <ul style="list-style-type: none">• Competitions• Explore• Research skills• Choices• Daily challenges• Reflective learning• Ask our own questions• make connections to ideas• encourage use of imagination• brainstorming	<p>To be good communicators we need:</p> <ul style="list-style-type: none">• Paired Talk• Debating• Presentations• Team Work• Letter Writing• BLOG/VLOG• Hot seating• Acting/Performing• Active and Attentive Listening• Learning Behaviours (DR)• ICT Literate	<p>To be good problem solvers we need:</p> <ul style="list-style-type: none">• Questioning• Experiments• Resilience• Real life problems• Discovery• To Find Solutions	<p>To have a healthy future we need:</p> <ul style="list-style-type: none">• First Aid• Cooking• Diet/Exercise• Recycle, Reuse, Reduce• Making correct choices• Campaigning• Emotional wellbeing• Open forums for discussions safety• Citizenship• Global Issues• Personnel responsibility

Literacy Medium Term Planning

Year 4

Autumn 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre Text	Outcomes	Assessment	National curriculum objective	Fundamental
Poetry Hot Like Fire (CLPE)	-Poetry -Story maps -Instructions -Writing in role -Character descriptions -Narrative descriptions -Diary entry -Biography	Blue paper – write a poem to perform Yellow/pink paper – write poem in style/on theme to perform	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Evaluate and edit by assessing the effectiveness of their own and others' writing. Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Participate actively performance, discussion and debate; Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective communication. 	<p>Down strokes of letters are parallel and equidistant & lines of writing are sufficiently spaced so that ascenders & descenders do not touch. Expands noun phrases by adding modifying adjectives, nouns and preposition phrases.</p> <p>Draws on shared models of writing when planning, discussing & recording ideas.</p> <p>Reads aloud own writing using intonation, tone and volume.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention.</p>
Narrative Mind me good (VL)	Analyse and describe characters Retelling Writing narrative based on model	Blue paper – retelling folktale Yellow/pink – own narrative based on model	<ul style="list-style-type: none"> Spell further homophones use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>Uses and understands prefixes before root words starting with l, m, p or r & prefixes: re-, sub-, inter-, super-, anti-, auto- & uses & spells suffixes which end -ion & -ian (spelt -tion, -sion, -ssion, -cian).</p> <p>Expands noun phrases by adding modifying adjectives, nouns and preposition phrases.</p> <p>Identifies audience and purpose.</p> <p>Makes/suggests ideas & improvements to own & others writing.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention.</p>
Narrative Pugs of the North	Diary Narrative	None	<ul style="list-style-type: none"> Spell further homophones use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an 	<p>Uses and understands prefixes before root words starting with l, m, p or r & prefixes: re-, sub-, inter-, super-, anti-, auto- & uses & spells suffixes which end -ion & -ian (spelt -tion, -sion, -ssion, -cian).</p> <p>Expands noun phrases by adding modifying adjectives, nouns and preposition phrases.</p> <p>Identifies audience and purpose.</p> <p>Makes/suggests ideas & improvements to own & others writing.</p>

			<p>increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>Listens & responds using appropriate register, asks & answers questions, maintains attention.</p>
<p>Non-fiction Biography (based on historical figure linked to black history month)</p>	<p>Research and note taking Identifying features of biography Write biography</p>	None	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally Draft and write by organising paragraphs around a theme In non-narrative use simple organisational devices In narratives, create settings, characters and plot Write for different purposes including about fictional personal experiences Assess the effectiveness of their own and others' writing and suggest improvements Proof-read for spelling and punctuation errors 	<p>Spells all of the commonly misspelt words (English Appendix 1). Uses fronted adverbials followed by commas. Proof reads for errors. Reads aloud own writing using intonation, tone and volume. Considers different viewpoints, attending to and building on contributions of others.</p>

Autumn 2

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language				
Genre/Text	Outcomes	Assessment	National curriculum objective	Fundamental
<p>Non fiction Oliver Jeffers- This Moose Belong to Me</p>	<p>*Instructions on how to look after a moose *Persuasive writing</p>	<p>Blue paper – instructions writing Yellow/pink – instructions writing</p>	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>Accurately use homophones and near homophones knowing the difference in meaning. (Examples are age appropriate and found in Appendix 1 of English curriculum). Uses present perfect form of verbs. Makes changes to grammar & vocabulary to improve consistency. Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
<p>Narrative African Tales</p>	<p>Note taking Fact card/sheet Information booklet Power point Story Letter of advice Newspaper article News report Farewell message Poetry Speech Book of</p>	<p>Blue paper – writing own proverb Yellow/pink paper – writing own proverb</p>	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot; Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. 	<p>Spells words with ch, -gue/-que, sc (with Greek, French & Latin roots) & words with the sound spelt ei, eigh or ey. Uses fronted adverbials followed by commas. Creates characters, setting & plots in narrative writing. Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.</p>

	Proverbs		<ul style="list-style-type: none"> Participate actively in collaborative conversations; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Select and use appropriate registers for effective communication. Participate in discussions, presentations, performances, role play/improvisations and debates; Gain, maintain and monitor the interest of the listener(s); Consider and evaluate different viewpoints, attending to and building on the contributions of others 	
Non fiction Flotsom	Persuasive writing Report writing	None	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>Accurately use homophones and near homophones knowing the difference in meaning. (Examples are age appropriate and found in Appendix 1 of English curriculum).</p> <p>Uses present perfect form of verbs.</p> <p>Makes changes to grammar & vocabulary to improve consistency.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>

Spring 1

Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/Text	Outcomes	Assessment	National curriculum objective	Fundamental
Iron man	Annotated drawings -Recounts (diary entries) -Persuasive letter -List poetry -Questions -Newspaper report -Book trailers -Reviews -Radio / TV reports -dairy -instructions -action sequences - descriptive writing	Blue paper – newspaper Yellow/pink paper – newspaper	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally Draft and write by organising paragraphs around a theme In non-narrative use simple organisational devices Write for different purposes including about fictional personal experiences Assess the effectiveness of their own and others' writing and suggest improvements Proof-read for spelling and punctuation errors 	Uses and understands prefixes before root words starting with l, m, p or r & prefixes: re-, sub-, inter-, super-, anti-, auto- & uses & spells suffixes which end -ion & -ian (spelt -tion, -sion, -ssion, -cian). Uses standard English forms of verb inflections rather than local spoken forms Uses paragraphs to organise ideas around a theme. Identifies grammatical concepts in their own writing & books they are reading. Gives well-structured descriptions, explanations & narratives including expressing feelings
Poetry Narrative	Exploring patterns in language	None	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for 	Down strokes of letters are parallel and equidistant & lines of writing are sufficiently spaced so that ascenders & descenders do not touch.

poems	Writing own poem based on model		<p>their own.</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Participate actively performance, discussion and debate; • Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; • Select and use appropriate registers for effective communication. 	<p>Expands noun phrases by adding modifying adjectives, nouns and preposition phrases.</p> <p>Draws on shared models of writing when planning, discussing & recording ideas.</p> <p>Reads aloud own writing using intonation, tone and volume.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention.</p>
Non-chronological reports linked to science or topic	Understanding features of a non-chronological report Researching key information Writing own non-chronological report.	None	<ul style="list-style-type: none"> • Correct use of subject verb agreement • Use subordinating and coordinating conjunctions to support moving between general to more specific information • Use appropriate pronouns and nouns to avoid repetition • Use fronted adverbials with correct punctuation • Use paragraphs to organise ideas around a theme • Correct use of singular and plural possessive apostrophes 	<p>Uses and understands prefixes before root words starting with l, m, p or r & prefixes: re-, sub-, inter-, super-, anti-, auto- & uses & spells suffixes which end- -ion & -ian (spelt -tion, -sion, -ssion, -cian).</p> <p>Expands noun phrases by adding modifying adjectives, nouns and preposition phrases.</p> <p>Identifies audience and purpose.</p> <p>Makes/suggests ideas & improvements to own & others writing.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention.</p>
Spring 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/Text	Outcomes	Assessment	National curriculum objective	Fundamental
The Miraculous journey of Edward Tulane	<ul style="list-style-type: none"> -Story maps -Writing in role -Character descriptions -Narrative descriptions -Diary entry -Autobiography 	<p>Blue paper – write an autobiography</p> <p>Yellow/pink paper - write an autobiography</p>	<ul style="list-style-type: none"> • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Evaluate and edit by assessing the effectiveness of their own and others' writing. • Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Spells words with ch, -gue/-que, sc (with Greek, French & Latin roots) & words with the sound spelt ei, eigh or ey.</p> <p>Uses standard English forms of verb inflections rather than local spoken forms.</p> <p>Draws on shared models of writing when planning, discussing & recording ideas.</p> <p>Uses paragraphs to organise ideas around a theme.</p> <p>Gives well structured descriptions, explanations & narratives including expressing feelings</p>
Nonfiction Persuasive writing Linked to history and the Tudors	<ul style="list-style-type: none"> Debating Researching and note taking Speech 	None	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<p>Accurately use homophones and near homophones knowing the difference in meaning. (Examples are age appropriate and found in Appendix 1 of English curriculum).</p> <p>Uses present perfect form of verbs.</p> <p>Makes changes to grammar & vocabulary to improve consistency.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>

			<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	
Poetry Odes and insults	Exploring odes and patterns within odes Writing own ode on model	None	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Evaluate and edit by assessing the effectiveness of their own and others' writing. Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Participate actively performance, discussion and debate; Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective communication. 	Down strokes of letters are parallel and equidistant & lines of writing are sufficiently spaced so that ascenders & descenders do not touch. Expands noun phrases by adding modifying adjectives, nouns and preposition phrases. <i>Draws on shared models of writing when planning, discussing & recording ideas.</i> <i>Reads aloud own writing using intonation, tone and volume.</i> <i>Listens & responds using appropriate register, asks & answers questions, maintains attention.</i>

Summer 1

Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/Text	Outcomes	Assessment	National curriculum objective	Fundamental
Roald Dahl - Charlie and the Chocolate Factory	- setting -character descriptions - story in an imaginary setting	Blue paper – write own imaginative story Yellow/pink paper – write own story based on text	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot; Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. Participate actively in collaborative conversations; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Select and use appropriate registers for effective communication. Participate in discussions, presentations, performances, role play/improvisations and debates; Gain, maintain and monitor the interest of the listener(s); 	Accurately use homophones and near homophones knowing the difference in meaning. (Examples are age appropriate and found in Appendix 1 of English curriculum). <i>Uses present perfect form of verbs.</i> <i>Use inverted commas and other punctuation to indicate direct speech</i> <i>Identifies audience and purpose.</i> <i>Creates characters, setting & plots in narrative writing.</i> <i>Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.</i>

			<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others 	
Non-fiction Information text – based on chocolate i.e how it is made or where does it come from	Researching Note taking Information text	None	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>Accurately use homophones and near homophones knowing the difference in meaning. (Examples are age appropriate and found in Appendix 1 of English curriculum).</p> <p>Uses present perfect form of verbs.</p> <p>Makes changes to grammar & vocabulary to improve consistency.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
Summer 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/Text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative Varjax Paw	-Recount (diary entries) -Poem -Narrative (written from another point of view)	Blue paper – narrative in different POV Yellow/pink paper - narrative in different POV	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally Draft and write by organising paragraphs around a theme In non-narrative use simple organisational devices In narratives, create settings, characters and plot Write for different purposes including about fictional personal experiences Assess the effectiveness of their own and others' writing and suggest improvements Proof-read for spelling and punctuation errors 	<p>Spells all of the commonly misspelt words (English Appendix 1).</p> <p>Uses fronted adverbials followed by commas.</p> <p>Proof reads for errors.</p> <p>Reads aloud own writing using intonation, tone and volume.</p> <p>Considers different viewpoints, attending to and building on contributions of others.</p>
Narrative The Fireworks Maker Daughter (literacy shed +)	*character description *letter *descriptive writing *additional chapter based on myth	None	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Evaluate and edit by assessing the effectiveness of their own and others' writing. Evaluate and edit proposing changes to vocabulary, grammar 	<p>Spells words with ch, -gue/-que, sc (with Greek, French & Latin roots)</p> <p>& words with the sound spelt ei, eigh or ey.</p> <p>Uses standard English forms of verb inflections rather than local spoken forms.</p> <p>Draws on shared models of writing when planning, discussing & recording ideas.</p> <p>Uses paragraphs to organise ideas around a theme.</p>

			<p>and punctuation to enhance effects and clarify meaning.</p> <ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p><i>Gives well structured descriptions, explanations & narratives including expressing feelings</i></p>
<p>Nonfiction Tuesday (literacy shed +)</p>	<p>Newspaper article</p>	<p>none</p>	<ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar • Plan writing by discussing and recording ideas • Draft and write by composing and rehearsing sentences orally • Draft and write by organising paragraphs around a theme • In non/narrative use simple organisational devices Write for different purposes including about fictional personal experiences • Assess the effectiveness of their own and others' writing and suggest improvements • Proof-read for spelling and punctuation errors 	<p>Uses and understands prefixes before root words starting with l, m, p or r & prefixes: re-, sub-, inter-, super-, anti-, auto- & uses & spells suffixes which end -ion & -ian (spelt -tion, -sion, -ssion, -cian).</p> <p><i>Uses standard English forms of verb inflections rather than local spoken forms</i></p> <p><i>Uses paragraphs to organise ideas around a theme.</i></p> <p><i>Identifies grammatical concepts in their own writing & books they are reading.</i></p> <p><i>Gives well-structured descriptions, explanations & narratives including expressing feelings</i></p>