

Fishburn Primary School – Long Term English Plan Year 4

Year 4	Autumn Term		Spring Term		Summer Term	
<p>Reading</p>	<p>Fiction Non Fiction Poem - The Jabberwocky by Lewis Carroll (Victorian era link) Poem- Durham Big Meeting by Bert Draycott (History of Fishburn link)</p>	<p>Fiction Non-Fiction Poetry – Imagery (Rainforest Poems Twinkl)</p>	<p>Fiction Narrative Poetry – I am a Roman Soldier (TES)</p>	<p>Fiction Non-Fiction Narrative Poetry – The Magic Paintbrush</p>	<p>Historical Fiction Non-fiction</p>	<p>Fiction Non Fiction</p>
<p>Main Text(s)</p> <p>(plus a daily selection from Poetry spine & Reading spine)</p>	 		 <p>+ Roman Myths e.g. Romulus and Remus + I am a Roman Soldier – TES poem Unit</p>	 		
<p>Vipers Text(s)</p>						
<p>Writing</p>	<p>*Follow unit on Cogheart (Teaching Sparks)</p> <ul style="list-style-type: none"> Letter to Parish Council - persuasion Diary - Narrative 	<ul style="list-style-type: none"> Information Poster/Fact File on an endangered animal Balanced Argument – Palm Oil Good or Bad? (persuasion) 	<ul style="list-style-type: none"> TES Narrative Poem – I am a Roman Soldier Retell Character Description 	<ul style="list-style-type: none"> Retell the story of Grace Darling Write a Letter to the Grace Darling Charity/ RNLI/ Foundation/thank you letter to Grace from victims pov. 	<ul style="list-style-type: none"> Setting Description Wanted poster Story Writing 	<p>***Unit on Teaching Sparks</p> <ul style="list-style-type: none"> Explanation of the Viking Raids Instructions (Yorvik Day) Stories from other Cultures - Retell (Erik the

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	<ul style="list-style-type: none"> Non Chron Report – Fishburn then/now comparison 	Poetry – Deforestation (imagery)		<ul style="list-style-type: none"> Interview Grace Darling Biography of Grace Darling and her achievements. 		Viking) ***See unit from Christine
GPS	<p>Consolidation/non-negotiables: - <i>when, if, that, because, and, but, or</i> Commas in a list Present and past tense consistent (including progressive) Apostrophe for contraction and possession adverbs, prepositions a or an Continuing coordinating and sub conjunctions Plural and singular apostrophes Introduction to paragraphs Introduction to inverted commas Headings and sub-headings to aid presentation</p>		<p>New Learning: - noun phrase – prepositional phrases Plural and singular apostrophes Fronted adverbials Write in clear paragraphs across time and place Correctly punctuated speech – new speaker new line Wide range of conjunctions Developing characters though speech, movement and behaviour</p>			
Handwriting	Increases legibility. Ascenders and descenders do not touch. Understands which letters, next to each other, are best left unjoined.					
Dictations	Spelling Shed?					
Re-read and proof-read	Composes and rehearses sentences orally. Creates settings, characters and plots. Uses simple organisational devices – headings/sub-headings. Proof reads for spelling and punctuation errors. Proposes changes to grammar and vocabulary, including use of pronouns.					
Cross-curricular						
Word list	<p>YEAR 1 COMMON EXCEPTION WORDS</p> <p>the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our</p>			<p>YEAR 2 COMMON EXCEPTION WORDS</p> <p>door floor poor because find kind mind behind climb child children wild most only both old cold gold hold told clothes every everybody hour even any many great break steak pretty beautiful after fast last past father class grass pass plant path bath busy move prove improve sure sugar could should would eye people water who whole again half money parents Mr Mrs Christmas</p>		

Word list	YEAR 3/4 WORDS
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accident (ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Statutory National Curriculum requirements – Year 3 and year 4

Reading:

- Children should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction and reference books. *(Plays could be in guided reading)*
- Include increasing familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.
- Identify themes in books eg good v evil; use of magical devices in fairy stories and folk tales
- Read non-fiction about a wide range of subjects
- Use dictionaries
- Read aloud poems and playscripts

Writing:

- Learn about structure, vocabulary and grammar from books read
- Organise paragraphs around a theme
- Create characters, setting and plot in narratives
- Use simple organisational devices eg headings and sub-headings
- Assess effectiveness of own and others' writing, propose changes
- Proof-read for spelling and punctuation errors