

English Year 4 Autumn Term

Mr. G. Jennings

Range

Fiction and poetry: Historical stories and short novels; playscripts; poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints.

Non-Fiction: A range of text-types from reports and articles in newspapers and magazines, etc; instructions

Medium Term Targets:

1. Identify and use correctly common suffixes which form adjectives (-al, -ary), nouns (-ness, -ment), verbs (-ate, -ify), and adverbs (-ly).

2. Organise non-fiction writing for a specific purpose, using appropriate structural devices eg headings, paragraphs, numbering, key sentences, layout.

Continuous objectives

TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>(Fiction)</p> <p>8 to find out more about popular authors, poets, etc. and use this information to move onto more books by favourite writers;</p> <p>(Non-fiction)</p> <p>16 to identify different types of text, e.g. their content, structure, vocabulary, style, lay-out and purpose;</p> <p>17 to identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently;</p> <p>18 to select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information;</p> <p>23 to investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changed; and have a spatial dimension;</p>	<p>1 to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions; (Grammar for writing Unit 20)</p> <p>4 to identify adverbs and understand their functions in sentences through:</p> <ul style="list-style-type: none"> ▪ identifying common adverbs with ly suffix and discussing their impact on the meaning of sentences; ▪ using adverbs with greater discrimination in own writing; (Grammar for writing Unit 23) 	<p>Revision and consolidation from Year 3</p> <p>1 to read and spell words through:</p> <ul style="list-style-type: none"> ▪ identifying phonemes in speech and writing; ▪ blending phonemes for reading; ▪ segmenting words into phonemes for spelling; ▪ correct reading and spelling of high frequency words from KS1 and Y3; ▪ identifying syllabic patterns in multi-syllabic words; ▪ using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; ▪ recalling the high frequency words learnt in KS1 and Y3; <p>Spelling strategies</p> <p>2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p> <p>3 to use independent spelling strategies, including</p> <ul style="list-style-type: none"> ▪ sounding out and spelling using phonemes; ▪ using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); ▪ building from other words with similar patterns and meanings, e.g. medical, medicine; ▪ spelling by analogy with other known words, e.g. light, fright; ▪ using word banks, dictionaries; <p>4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;</p> <p>Spelling conventions and rules</p> <p>10 to read and spell correctly the words in Appendix List 2;</p> <p>Vocabulary extension</p> <p>11 to define familiar vocabulary in their own words, using alternative phrases or expressions;</p> <p>Handwriting</p> <p>15 to use joined handwriting for all writing except where other special forms are required;</p> <p>16 to know when to use:</p> <ul style="list-style-type: none"> ▪ a clear neat hand for finished, presented work; ▪ informal writing for everyday informal work, rough drafting, etc; <p>17 to ensure consistency in size and proportions of letters and spacing between letters and words.</p>

Children will have spelling lists to learn in preparation for weekly tests. The words will be drawn from the words in NLS Appendix List 2 and lists of words will be constructed to support the learning of the term's "spelling conventions and rules" objectives. Children will have several short handwriting "instruction and practise" sessions each week.

Week 1 and 2: Narrative – character and setting

RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>TEXTS Class novels: Dinner Ladies Don't Count (B. Ashley) King Fernando (J. Bartholomew) links with Geography Letts Unit 1.1 Developing Literacy Text Level Year 4 p 11</p> <p>OUTCOMES Passage revised with details of setting/character changed Character sketch Description of setting Response to situation in historical story</p>	<p>1 to investigate how settings and characters are built up from small details, and how the reader responds to them; 2 to identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict actions; 11 write character sketches, focusing on small details to evoke sympathy or dislike; 12 to write independently, linking own experience to situations in historical stories, e.g. How would I have responded? What would I do next?;</p>	<p>2 to revise work on verbs from Year 1 term 3 and to investigate verb tenses: (past, present and future):</p> <ul style="list-style-type: none"> ▪ compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. 'when the circuit is...'); forecasts/directions etc. in future. Develop awareness of how tense relates to purpose and structure of text; ▪ to understand the term 'tense' (i.e. that it refers to time) in relation to verbs and use it appropriately; ▪ understand that one test of whether a word is a verb is whether or not its tense can be changed; (Grammar for writing Unit 21) <p>3 identify the use of powerful verbs, e.g. 'hobbled' instead of 'went', e.g. through cloze procedure; (Grammar for Writing Unit 23)</p>	<p>7 to spell regular verb endings s, ed, ing (link to grammar work on tenses); (Spelling bank p.23) 8 to spell irregular tense changes, e.g. go/went, can/could; (Spelling bank p.24) 4 to practise new spellings regularly by 'look, say, cover, write, check' strategy</p>

Week 3: Poetry

RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>TEXTS Poetry books Letts unit 1.8 (animal poems)</p> <p>OUTCOMES Poems (in different forms) on a given theme</p>	<p>7 compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences; 14 to write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs;</p>	<p>3 identify the use of powerful verbs, e.g. 'hobbled' instead of 'went', e.g. through cloze procedure; (Grammar for Writing Unit 23) 4 to identify adverbs and understand their functions in sentences through:</p> <ul style="list-style-type: none"> ▪ identifying common adverbs with ly suffix and discussing their impact on the meaning of sentences; ▪ noticing where they occur in sentences and how they are used to qualify the meanings of verbs; ▪ collecting and classifying examples of adverbs, e.g. for speed: swiftly, rapidly, sluggishly; light: brilliantly, dimly; ▪ investigating the effects of substituting adverbs in clauses or sentences, e.g. They left the house ...ly ▪ using adverbs with greater discrimination in own writing; (Grammar for writing Unit 23) 	<p>13 to use a rhyming dictionary, e.g. in composing jingles; 7 to spell regular verb endings s, ed, ing (Spelling bank p.23) 8 to spell irregular tense changes, e.g. go/went, can/could; (Spelling bank p.24) 14 the ways in which nouns and adjectives, e.g. fix, simple, solid, drama, dead can be made into verbs by use of the suffixes -ate, -ify, etc.; investigate spelling patterns and generate rules to govern the patterns; (Spelling bank p.27)</p>

Week 4 and 5: Narrative – plot

RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>TEXTS Class novel: King Fernando (J. Bartholomew) links with Geography Mr. Men (and other very short) books to track plot lines Short stories</p> <p>OUTCOMES Story plans Story</p>	<p>3 to explore chronology in narrative using written or other media texts, by mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others told in detail;</p> <p>4 to explore narrative order: identify and map out the main stages of the story: introductions – build-ups – climaxes or conflicts – resolutions;</p> <p>9 to use different ways of planning stories, e.g. using brainstorming, notes, diagrams;</p> <p>10 to plan a story identifying the stages of its telling;</p> <p>15 to use paragraphs in story writing to organise and sequence the narrative;</p>	<p>3 identify the use of powerful verbs, e.g. 'hobbled' instead of 'went', e.g. through cloze procedure; (Grammar for Writing Unit 23)</p> <p>4 to identify adverbs and understand their functions in sentences through:</p> <ul style="list-style-type: none"> ▪ identifying common adverbs with ly suffix and discussing their impact on the meaning of sentences; ▪ noticing where they occur in sentences and how they are used to qualify the meanings of verbs; ▪ collecting and classifying examples of adverbs, e.g. for speed: swiftly, rapidly, sluggishly; light: brilliantly, dimly; ▪ investigating the effects of substituting adverbs in clauses or sentences, e.g. They left the house ...ly ▪ using adverbs with greater discrimination in own writing; (Grammar for writing Unit 23) <p>1 to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions; (Grammar for writing Unit 20)</p>	<p>9 to recognise and spell the suffixes: -al, -ary, -ic, -ship, -hood, -ness, -ment; (Spelling Bank p.25, p26)</p> <p>Revision and consolidation from Year 3</p> <p>1 to read and spell words through:</p> <ul style="list-style-type: none"> ▪ identifying phonemes in speech and writing; ▪ blending phonemes for reading; ▪ segmenting words into phonemes for spelling; ▪ correct reading and spelling of high frequency words from KS1 and Y3; ▪ identifying syllabic patterns in multi-syllabic words; ▪ using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; ▪ recalling the high frequency words learnt in KS1 and Y3; <p>Spelling strategies</p> <p>3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> ▪ sounding out and spelling using phonemes; ▪ using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); ▪ building from other words with similar patterns and meanings, e.g. medical, medicine; ▪ spelling by analogy with other known words, e.g. light, fright; ▪ using word banks, dictionaries;

Week 6 and 7: Instructions

RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>TEXTS Instruction texts, including texts for DT/Art linked to history topic Rules for playground games</p> <p>OUTCOMES Rules for a game Instructions to make something</p>	<p>22 to identify features of instructional texts including:</p> <ul style="list-style-type: none"> ▪ noting the intended outcome at the beginning; ▪ listing materials or ingredients; ▪ clearly set out sequential stages; ▪ language of commands, e.g. imperative verbs; <p>16 to identify different types of text, e.g. their content, structure, vocabulary, style, lay-out and purpose;</p> <p>17 to identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently;</p> <p>18 to select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information;</p> <p>25 to write clear instructions using conventions learned from reading;</p> <p>26 to improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numbering;</p>	<p>1 to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions; (Grammar for writing Unit 20)</p> <p>11 to define familiar vocabulary in their own words, using alternative phrases or expressions;</p>	<p>5 to spell two-syllable words containing double consonants, e.g. bubble, kettle, common; (Spelling bank p.21)</p> <p>12 to use 3rd and 4th place letters to locate and sequence words in alphabetical order;</p>

Week 8, 9 and 10: Newspapers and Magazines

RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>TEXTS Newspaper spreads and "front pages" Newspaper reports Magazine articles</p> <p>ICT simulation – the missing girls</p> <p>OUTCOMES Newspaper reports Extended report produced using word processor (Star Office)</p>	<p>20 to identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines;</p> <p>16 to identify different types of text, e.g. their content, structure, vocabulary, style, lay-out and purpose;</p> <p>17 to identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently;</p> <p>18 to select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information;</p> <p>19 to understand and use the terms fact and opinion; and to begin to distinguish the two in reading and other media;</p> <p>21 predict newspaper stories from the evidence of headlines, making notes and then checking against the original;</p> <p>23 to investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changed; and have a spatial dimension;</p> <p>24 to write newspaper style reports, e.g. about school events or an incident from a story, including:</p> <ul style="list-style-type: none"> ▪ composing headlines; ▪ using IT to draft and lay out reports; ▪ editing stories to fit a particular space; ▪ organising writing into paragraphs; 	<p>5 to practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing. (Grammar for writing Unit 24)</p> <p>2 to revise work on verbs from Year 1 term 3 and to investigate verb tenses: (past, present and future):</p> <ul style="list-style-type: none"> ▪ compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. 'when the circuit is...'); forecasts/directions etc. in future. Develop awareness of how tense relates to purpose and structure of text; <p>1 to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions; (Grammar for writing Unit 20)</p>	<p>6 to distinguish between the spelling and meanings of common homophones, e.g. to/two/too; they/re/their/there; piece/peace;</p> <p>10 to read and spell correctly the words in Appendix List 2;</p> <p>2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p> <p>15 to use joined handwriting for all writing except where other special forms are required;</p>

Week 11 and 12: Playscripts

RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>TEXTS Playscripts</p> <p>OUTCOMES Playscript of known story</p>	<p>5 to prepare, read and perform playscripts; compare organisation of scripts with stories – how are settings indicated, story lines made clear?</p> <p>6 to chart the build-up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded;</p> <p>13 to write playscripts, e.g. using known stories as basis;</p>	<p>1 to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions;</p>	<p>14 the ways in which nouns and adjectives, e.g. fix, simple, solid, drama, dead can be made into verbs by use of the suffixes - ate, -ify, etc.; investigate spelling patterns and generate rules to govern the patterns; (Spelling bank p.27)</p>

Week 13: Report

RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>TEXTS Non-chronological report (linked to science unit)</p> <p>OUTCOMES Non-chronological report linked to history or geography units</p>	<p>16 to identify different types of text, e.g. their content, structure, vocabulary, style, lay-out and purpose;</p> <p>18 to select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information;</p> <p>27 to write a non-chronological report, including the use of organisational devices, e.g. numbered lists, headings for conciseness by:</p> <ul style="list-style-type: none"> ▪ generalising some of the details; ▪ deleting the least important details. 	<p>2 to revise work on verbs from Year 1 term 3 and to investigate verb tenses: (past, present and future):</p> <ul style="list-style-type: none"> ▪ compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. 'when the circuit is...'); forecasts/directions etc. in future. Develop awareness of how tense relates to purpose and structure of text; 	<p>7 to spell regular verb endings s, ed, ing (link to grammar work on tenses); (Spelling bank p.23)</p> <p>8 to spell irregular tense changes, e.g. go/went, can/could; (Spelling bank p.24)</p>

Week 14

To be decided following assessment activities