Long-term plan year 4

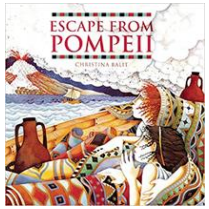
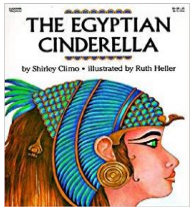
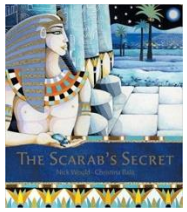
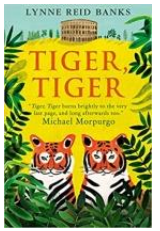
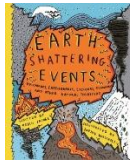
National curriculum:

Writing composition - Pupils should be taught to plan their writing by:

♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
♣ discussing and recording ideas
♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
♣ organising paragraphs around a theme
♣ in narratives, creating settings, characters and plot
♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
♣ assessing the effectiveness of their own and others' writing and suggesting improvements
♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
♣ proof-read for spelling and punctuation errors
♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation – Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:

♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
♣ using the present perfect form of verbs in contrast to the past tense
♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
♣ using conjunctions, adverbs and prepositions to express time and cause
♣ using fronted adverbials
♣ learning the grammar for years 3 and 4 in English Appendix 2
♣ indicate grammatical and other features by using commas after fronted adverbials
♣ indicating possession by using the possessive apostrophe with plural nouns
♣ using and punctuating direct speech
♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Flood Hurricane <u>Fiction</u> Description	Escape from Pompeii  <u>Fiction</u> Diary	The Egyptian Cinderella  <u>Fiction</u> Narrative	Secrets of the Sun King  <u>Fiction</u> Diary	The theives of Ostia <u>Fiction</u> Narrative	Tiger Tiger  <u>Fiction</u> Narrative
Earth Shattering Events  <u>Non-Fiction</u> Information text	<u>Non-Fiction</u> Newspaper Report	<u>Non-Fiction</u> Letters	So you think you got it bad <u>Non-fiction</u> Explanation (Explain why it was difficult to be a child in ancient Egypt?)	<u>Non-Fiction</u> Discussion	<u>Non-Fiction</u> Non-Chronological