

Literacy long term planning

Year 4 2019-2020

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text to be taught	<i>Hot Like Fire (CLPE)</i> Gregory Cool (CLPE) Mind me good (VL)	Oliver Jeffers- This Moose African Tales (CLPE)	Iron man (CLPE) long text and new illustrated Iron man film	Roald Dahl -Charlie and the Chocolate Factory	The Miraculous journey of Edward Tulane (CLPE)	Varjax Paw (CLPE) Refugee week text

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

Where there are gaps of extra weeks please teach additional non-fiction texts and additional poetry unit – both of these are to be designed by the teachers and can link to topic subjects should you wish.

Autumn 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Hot Like Fire (CLPE)	<ul style="list-style-type: none"> -Poetry -Story maps -Instructions -Writing in role -Character descriptions -Narrative descriptions -Diary entry -Biography 	<p>Blue paper – write a poem to perform</p> <p>Yellow/pink paper – write poem in style/on theme to perform</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. • 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.</p> <p>Expands noun phrases by adding modifying adjectives, nouns and preposition phrases.</p> <p><i>Draws on shared models of writing when planning, discussing & recording ideas.</i></p> <p><i>Reads aloud own writing using intonation, tone and volume.</i></p> <p><i>Listens & responds using appropriate register, asks & answers questions, maintains attention.</i></p>
Gregory Cool (CLPE)	<ul style="list-style-type: none"> Poetry Story maps Fact files Instructions Writing in role Character descriptions Narrative descriptions Diary entry Biography 	<p>Blue paper – story from a different POV</p> <p>Yellow/pink paper – writing story from the POV of Lennox</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. • Articulate and justify answers, arguments and opinions; • Use spoken language to develop understanding through imagining and exploring ideas in role play drama; • Select and use appropriate registers for effective communication. 	<p>Spells all of the commonly misspelt words (English Appendix 1).</p> <p><i>Use inverted commas and other punctuation to indicate direct speech</i></p> <p><i>Composes & rehearses sentences orally.</i></p> <p><i>Proof reads for errors.</i></p> <p><i>Considers different viewpoints, attending to and building on contributions of others.</i></p>
Mind me good (VL)			<ul style="list-style-type: none"> • Spell further homophones • use the diagonal and horizontal strokes that are needed to join 	<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>letters and understand which letters, when adjacent to one another, are best left</p> <ul style="list-style-type: none"> • 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>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>
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Autumn 2

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
Oliver Jeffers- This Moose Belong to Me			<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>
African Tales (CLPE)	Note taking Fact card/sheet Information booklet Power point Story Letter of advice Newspaper article News report Farewell message Poetry Speech Book of Proverbs	Blue paper – writing own proverb Yellow/pink paper – writing own proverb	<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); • Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<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 fronted adverbials followed by commas.</p> <p>Creates characters, setting & plots in narrative writing.</p> <p>Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.</p>

Spring 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental/
Iron man (CLPE) long text and new illustrated	Annotated drawings -Recounts (diary entries) -Persuasive letter -List poetry -Questions -Newspaper report -Book trailers -Reviews -Radio / TV reports	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). <i>Uses standard English forms of verb inflections rather than local spoken forms</i> <i>Uses paragraphs to organise ideas around a theme.</i> <i>Identifies grammatical concepts in their own writing & books they are reading.</i> <i>Gives well-structured descriptions, explanations & narratives including expressing feelings</i>
Spring 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
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); Consider and evaluate different viewpoints, attending to and building on the contributions of others 	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>
Summer 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental/

The Miraculous journey of Edward Tulane (CLPE)	-Story maps -Writing in role -Character descriptions -Narrative descriptions -Diary entry -Autobiography	Blue paper – write an autobiography Yellow/pink paper - write an autobiography	<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. 	Spells words with ch, -gue/-que, sc (with Greek, French & Latin roots) & words with the sound spelt ei, eigh or ey. Uses standard English forms of verb inflections rather than local spoken forms. Draws on shared models of writing when planning, discussing & recording ideas. Uses paragraphs to organise ideas around a theme. Gives well structured descriptions, explanations & narratives including expressing feelings
Summer 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Varjax Paw (CLPE)	-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 	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.
New text – Refugee week text			<ul style="list-style-type: none"> 	