

 Brackenwood Junior School

English

Long Term Plan

Y4

2024-25

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| **Autumn 1****Grammarsaurus PVPG objectives 4-6 weeks****Application unit – Letter – Stone Age****Begin to read ‘Desirable’ as class read** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre |  |  |
| SpellingFocusTeaching | **Prefix ‘super’** (natural, supernatural) | **Prefix ‘sub’** (divide, subdivide) | **Prefix ‘inter’** (city, intercity) | **Prefix ‘anti’** (clockwise, anticlockwise) | **Prefix ‘auto’** (biography, autobiography) | **Prefix ‘non’** (sense, nonsense) | **Prefix ‘in’** (visible, invisible) |
| Grammar/ punctuationFocus Teaching |  | **Letter – Stone Age****Application unit** |

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| **Autumn 2****Text –** **Desirable by Frank Cottrell Boyce** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | Desirable**Genre - Diary** | Desirable**Genre – Persuasive advert (selling the aftershave)** |
| SpellingFocus Teaching | **Words ending –ous**(fabulous, tremendous) | **Suffix – ous**(danger, dangerous) | **Suffix – ous**(fame, famous)  | **Plural possessive apostrophe**(girls’, boys’) | **Plural possessive apostrophe**(people’s children’s) |   **Words ending –sion**(confuse, confusion) |
| Grammar/ punctuationFocus Teaching | **Year 4 Grammar****Noun phrases expanded with adjectives and prepositional phrases****Range of sentence structures with more than one clause****Fronted adverbials****Pronouns****Subordinating and coordinating conjunctions****Greater depth****Use the full range of punctuation taught so far accurately** **Control the use of a variety of sentence structures, placement of subordinating conjunctions and adverbials****Control the use of a rich and varied vocabulary** | **Genre Related Grammar - Diary Entry** **Language Features:**First personPast tenseChronological orderTime adverbs and conjunctionsWriter’s point of viewPerson emotions and feelingsInformal voice (I reckon…)**Structural Features:**DateGreeting (Dear diary,)IntroductionMain bodyConclusionSign-off | **Year 4 Grammar****Organisational features in non-narrative writing****Prepositions and adverbs****Fronted adverbials****Pronouns and noun phrases for cohesion****Greater depth****Write effectively for different purposes and audiences, selecting language that shows awareness of the reader****Control the use of a variety of sentence structures, placement of subordinating conjunctions and adverbials****Use full range of punctuation taught so far** | **Genre Related Grammar – Persuasive advert****Language Features:**Present tenseFirst personPersuasive devicesPersuasive openers**Structural Features:** PicturesTitle/brandBoxes with information |

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| **Spring 1****Text - Arthur and the Golden Rope by Joe Todd-Stanton** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| Extended WritingGenre | Arthur and the Golden Rope**Genre – Non-chronological report - Vikings**  | Arthur and the Golden Rope**Genre - Narrative - Myth** |
| SpellingFocusTeaching | **Prefix ‘im’** (perfect, imperfect) | **Prefix ‘im’**(mature, immature) | **Prefix ’de’** (deflate, demist) | **Prefix ‘re’**(redo, refresh)  | **Suffixes begin with a vowel** (begin, beginner)  | **Suffixes begin with a vowel** (garden, gardener)  | **Suffix – ation** (inform, information) |
| Grammar/ punctuationFocus Teaching | **Year 4 Grammar****Use of headings and subheadings****Use paragraphs to organise information around a theme****Use determiners to give more information about nouns e.g. some, many****Use a range of sentences with more than one clauses by using a range of conjunctions****Greater depth standard****A range of determiners to avoid repetition****A good control of rich and varied vocabulary** | **Genre Related Grammar – Non-chron****Language Features:**Information in non-chronological orderFactual informationThird personPresent tense (sometimes past)Technical vocabulary**Structural Features:**HeadingSubheadingParagraphsBullet pointsDiagrams/photos with caption | **Year 4 Grammar****Create setting and characters****Fronted adverbials (to introduce** **paragraphs and within paragraphs)****Coordinating and subordinating conjunctions****Apostrophes for singular and plural possession****Pronouns to avoid repetition****Greater depth****Write effectively for different purposes and audiences, selecting language that shows awareness of the reader****Control the use of a variety of sentence structures, placement of subordinating conjunctions and adverbials****Control the use of a rich and varied vocabulary** | **Genre Related Grammar - Explanation Text****Language Features:**Dialogue to advance the actionPast or present tenseFirst or third personExpanded noun phrasesAdverbs of time, place and mannerPrepositions**Structural Features:**TitleOpening (setting/character description)Build-up (dialogue to advance action)ProblemResolutionConclusion |

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| **Spring 2****Text – Escape from Pompeii by Christina Balit** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | Escape from Pompeii by Christina Balit**Genre – Diary entry** | Escape from Pompeii by Christina Balit**Genre – Non-chron (volcanos)** |
| SpellingFocus Teaching | **Words ending –ous**(fabulous, tremendous) | **Suffix – ous**(danger, dangerous) | **Suffix – ous**(fame, famous)  | **Plural possessive apostrophe**(girls’, boys’) | **Plural possessive apostrophe**(people’s children’s) |   **Words ending –sion**(confuse, confusion) |
| Grammar/ punctuationFocus Teaching | **Year 4 Grammar****Noun phrases expanded with adjectives and prepositional phrases****Range of sentence structures with more than one clause****Fronted adverbials****Pronouns****Subordinating and coordinating conjunctions****Greater depth****Use the full range of punctuation taught so far accurately** **Control the use of a variety of sentence structures, placement of subordinating conjunctions and adverbials****Control the use of a rich and varied vocabulary** | **Genre Related Grammar - Diary Entry** **Language Features:**First personPast tenseChronological orderTime adverbs and conjunctionsWriter’s point of viewPerson emotions and feelingsInformal voice (I reckon…)**Structural Features:**DateGreeting (Dear diary,)IntroductionMain bodyConclusionSign-off | **Year 4 Grammar****Create setting and characters****Fronted adverbials (to introduce** **paragraphs and within paragraphs)****Coordinating and subordinating conjunctions****Apostrophes for singular and plural possession****Pronouns to avoid repetition****Greater depth****Write effectively for different purposes and audiences, selecting language that shows awareness of the reader****Control the use of a variety of sentence structures, placement of subordinating conjunctions and adverbials****Control the use of a rich and varied vocabulary** | **Genre Related Grammar - Explanation Text****Language Features:**Dialogue to advance the actionPast or present tenseFirst or third personExpanded noun phrasesAdverbs of time, place and mannerPrepositions**Structural Features:**TitleOpening (setting/character description)Build-up (dialogue to advance action)ProblemResolutionConclusion |

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| **Summer 1****Text –** **I am not a label – Kerry Burnell****Begin to read ‘The Lost Whale’ as class read** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | I am not a Label**Genre - Newspaper**  | I am not a Label**Genre - Narrative** |
| SpellingFocus Teaching | **Words ending –ous**(fabulous, tremendous) | **Suffix – ous**(danger, dangerous) | **Suffix – ous**(fame, famous)  | **Plural possessive apostrophe**(girls’, boys’) | **Plural possessive apostrophe**(people’s children’s) |   **Words ending –sion**(confuse, confusion) |
| Grammar/ punctuationFocus Teaching | **Year 4 Grammar****Expanded noun phrases****Fronted adverbials****Commas after fronted adverbials****Inverted commas for speech****Present tense e.g. If you have any more information…****Greater depth****Write effectively for different purposes and audiences, selecting language that shows awareness of the reader****Control the use of a variety of sentence structures, placement of subordinating** **conjunctions and adverbials** | **Genre Related Grammar - Newspaper** **Language Features:**Third personPast tenseDialogueTime adverbialsChronological order**Structural Features:**HeadlineOrientation – 5WsMain bodyReorientationPicture with caption | **Year 4 Grammar****Create setting and characters****Fronted adverbials (to introduce** **paragraphs and within paragraphs)****Coordinating and subordinating conjunctions****Apostrophes for singular and plural possession****Pronouns to avoid repetition****Greater depth****Write effectively for different purposes and audiences, selecting language that shows awareness of the reader****Control the use of a variety of sentence structures, placement of subordinating conjunctions and adverbials****Control the use of a rich and varied vocabulary** | **Genre Related Grammar - Explanation Text****Language Features:**Dialogue to advance the actionPast or present tenseFirst or third personExpanded noun phrasesAdverbs of time, place and mannerPrepositions**Structural Features:**TitleOpening (setting/character description)Build-up (dialogue to advance action)ProblemResolutionConclusion |

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| **Summer 2****Text - The Lost Whale by Hannah Gold** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | **The Lost Whale****Genre – Non-chronological report** | **The Lost Whale****Genre – Narrative** |
| SpellingFocusTeaching | **Words with the ‘g’ sound spelt ‘gue’** (tongue, league) | **Homophones/ Near Homophones long o** (groan, grown) | **Homophones/ Near Homophones long i** (site, sight) | **Homophones/ Near Homophones** (meddle, medal) | **Homophones/ Near Homophones**(fair, fare) | **Irregular past tense ‘d’ to ‘t’**(bend, bent) | **Irregular past tense ‘eep’ to ‘ept’**(keep, kept) |
| Grammar/ punctuationFocus Teaching | **Year 4 Grammar****Use of headings and subheadings****Use paragraphs to organise information around a theme****Use determiners to give more information about nouns e.g. some, many****Use a range of sentences with more than one clauses by using a range of conjunctions****Greater depth standard****A range of determiners to avoid repetition****A good control of rich and varied vocabulary** | **Genre Related Grammar – Non-chron****Language Features:**Information in non-chronological orderFactual informationThird personPresent tense (sometimes past)Technical vocabulary**Structural Features:**HeadingSubheadingParagraphsBullet pointsDiagrams/photos with caption | **Year 4 Grammar****Create setting and characters****Fronted adverbials (to introduce** **paragraphs and within paragraphs)****Coordinating and subordinating conjunctions****Apostrophes for singular and plural possession****Pronouns to avoid repetition****Greater depth****Write effectively for different purposes and audiences, selecting language that shows awareness of the reader****Control the use of a variety of sentence structures, placement of subordinating conjunctions and adverbials****Control the use of a rich and varied vocabulary** | **Genre Related Grammar - Explanation Text****Language Features:**Dialogue to advance the actionPast or present tenseFirst or third personExpanded noun phrasesAdverbs of time, place and mannerPrepositions**Structural Features:**TitleOpening (setting/character description)Build-up (dialogue to advance action)ProblemResolutionConclusion |