

Year 4 English Medium Term Plan

Reading and writing lessons will be delivered through a variety of high quality texts, to include written and visual texts. Suggested texts for each term may be used. However, teachers are free to choose their own texts in conjunction with the English coordinator.

Age appropriate conventions and objectives are repeated so that they can be used in different contexts and reinforced over the course of the year so that knowledge and skills are embedded. Therefore, comparisons can also be made between how learned conventions vary dependent on text type and intended purpose and impact and audience. Texts will become progressively more complex throughout the year.

See the text progression documents (as highlighted) to help with how to develop this text type for each year group.

Persuasive, Explanatory, Narrative, Poetry, Formal and informal recounts, Instructional/procedural

Autumn Term	Spring Term	Summer Term
<p>Text types Poetry- Tanka (precise choice of words to fit syllable structure)</p> <p>Fiction from our literary heritage</p> <p>Modern fiction Non linear- <i>see texts in italic</i> Mystery/drama</p> <p>Non-fiction Information texts with more detail Letters</p>	<p>Text types Poetry - Narrative poetry- stanza, refrain, imagery</p> <p>Stories from other cultures</p> <p>Modern fiction Horror</p> <p>Non-fiction Diaries Global Goals- climate change- newspaper reports</p>	<p>Text types Poetry- Free verse poetry including black out poetry</p> <p>Myths (and/or folk tales) and Legends (<i>links to Romans, Egyptians, Saxons, Vikings</i>)</p> <p>Modern fiction fairy tale/traditional story- twisted tales</p> <p>Non-fiction Persuasion (<i>Enterprise week</i>) Discussion and argument</p>
<p>Haiku's by Matsuo Basho, <i>Silver aeroplane</i> - John Foster</p> <p><i>Meet the Ancient Romans</i> - James Davies</p> <p><i>The Street Beneath my Feet</i> – Charlotte Guillian and Yuval Zommer</p> <p>Stonehenge</p> <p>Charlotte's Web</p>	<p><i>The Owl and the Pussycat</i> – Edward Lear</p> <p>Nim's island (marine life)</p> <p>The Promise (picture book).</p> <p>The Haunting of Aveline Jones Phil Hickes (horror)</p> <p>Count Karlstein Philip Pullman (horror)</p> <p>October, October Katya Balen</p>	<p><i>The True Story of the Three Little Pigs</i></p> <p><i>Once Upon a Wild Wood</i></p> <p><i>Into the Forest</i></p> <p>Viking myths and legends</p> <p><i>Arthur and the Golden Rope</i> – Joe Todd-Stanton</p> <p><i>Viking voyagers</i> – Jack Tite</p> <p>Egyptian legends</p>

<p>The Railway Children Midnight Fox Firework Maker's daughter The Butterfly Lion</p>	<p>Fire Burn, Cauldron Bubble Paul Cookson (narrative poetry)</p>	<p><i>The Scarab's Secret</i> – Nick Would A Year of Nature Poems Joseph Coelho</p>
<p>Spelling focus <i>I can understand the rules for and spell words</i></p> <ul style="list-style-type: none"> beginning with a-e from the 3/4 word list The ending sounding like /zə/ is always spelt –sure. (measure, treasure, pleasure, enclosure) The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher. If the ending sounds like /zən/, it is spelt as –sion. (division, invasion, confusion, decision, collision, television) Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure Words with the /eɪ/ sound spelt ei, eigh, or ey (vein, weigh, eight, neighbour, they, obey) Possessive apostrophe with plural words. The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children's). girls', 	<p>Spelling focus <i>I can understand the rules for and spell words</i></p> <ul style="list-style-type: none"> beginning with f-p from the 3/4 word list The suffix –ous: Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. (poisonous, dangerous, mountainous, famous, various) Sometimes there is no obvious root word. (tremendous, enormous, jealous) –our is changed to –or before –ous is added. (humorous, glamorous, vigorous) A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. (courageous, outrageous) If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e. (serious, obvious, curious hideous, spontaneous, courteous) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) league, tongue, antique, unique Homophones and near-homophones: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, 	<p>Spelling focus <i>I can understand the rules for and spell words</i></p> <ul style="list-style-type: none"> beginning with q-w from the 3/4 word list Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian. Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. (invention, injection, action, hesitation, completion) ssion is used if the root word ends in ss or –mit. (expression, discussion, confession, permission, admission) –sion is used if the root word ends in d or se. expansion, extension, comprehension, tension. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs. (musician, electrician, magician, politician, mathematician) Words with the /s/ sound spelt sc (Latin in origin). In the Latin words from which these words come, the Romans probably pronounced the c and the k as two

<p>boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</p>		<p>sounds rather than one – /s/ /k/. science, scene, discipline, fascinate, crescent</p> <ul style="list-style-type: none"> • Homophones and near-homophones: missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
<p>Handwriting focus</p>	<p>Handwriting focus</p>	<p>Handwriting focus</p>
<p>I know when to use a horizontal join, a diagonal join or when not to join.</p>	<p>I am creating a comfortable grip to allow for fluency and speed.</p>	<p>I practise my handwriting to make it neater and consistent.</p> <p>I join my letters correctly as appropriate and with more fluency and confidence.</p>