**English Medium Term Planning - Year 4 Spring Term**

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| **Text** | **Objectives** | **Genres** | **Time** |
| *I was There .. 1066* by J Eldridge | ● To read books structured in different ways and read for a range of purposes.● To listen to and discuss a wide range of fiction and non-fiction texts.(Guided Reading)● To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.● To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.● To identify how language, structure, and presentation contribute to meaning.● To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.● To plan their writing by discussing and recording ideas.● To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. ● To identify how language, structure, and presentation contribute to meaning.● To draft and write narratives, creating settings, characters and plot.● To indicate grammatical and other features by using and punctuating direct speech.● To use dictionaries to check the meaning of words that they have read.● To use the first two or three letters of a word to check its spelling in a dictionary.● To assess the effectiveness of their own and others’ writing and suggest changes.● To propose changes to grammar and vocabulary to improve consistency.● To revise all of the handwriting curriculum objectives in Years 3–4.● To spell words that are often misspelled.● To write sentences dictated to them that include taught words and punctuation.● To indicate possession by using an apostrophe with singular and plural nouns.● To use the perfect form of verbs to mark relationships of time and cause.● To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.● To read books structured in different ways and read for a range of purposes.● To discuss books that they have read and listened to, taking turns to share thoughts.● To identify main ideas drawn from more than one paragraph and summarise them. | Narrative – historical, letter, play scriptNon-fiction – historical report | 4 weeks |
| *Aladdin and the Enchanted Lamp* by P Pullman | * To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.
* To listen to and discuss a wide range of fiction and non-fiction texts
* To identify themes and conventions in a wide range of books.
* To plan their writing by discussing and recording ideas.
* To compose and rehearse sentences orally.
* To progressively build a varied and rich vocabulary.
* To use a wider range of conjunctions and include more than one clause in a sentence.

● To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.* To ask questions to improve their understanding of a text.
* To propose changes to grammar and vocabulary to improve consistency.
* To proofread for spelling and punctuation errors.
* To discuss words and phrases that that capture the reader’s interest and imagination.
* To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.
* To assess the effectiveness of their own and others’ writing and suggest changes.
* To draft and write narratives, creating settings, characters and plot.
* To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.
* To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
* To write effective sentences beginning to use alliteration, onomatopoeia, metaphors, similes, personification, repetition and rhyme.
* To choose and spell adjectives appropriately.

● To use a wider range of conjunctions and include more clauses in a sentence.● To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.● To discuss words and phrases that capture the reader’s interest and imagination.● To increase the legibility, consistency and quality of their handwriting. | Fiction – character description, setting description, narrative including dialogue Non-fiction – book review | 2 weeks |
| *Robin Hood* by David Calcutt | ● To read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.● To apply their growing knowledge of root words, prefixes and suffixes,both to read aloud and to understand the meaning of new words.● To increase familiarity with a wide range of books and retell some of these orally.● To identify themes and conventions in a wide range of books.● To identify main ideas drawn from more than one paragraph and summarise them.● To listen to and discuss a wide range of fiction and non-fiction texts.● To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.● To use dictionaries to check the meaning of words that they have read.● To read books structured in different ways and read for a range of purposes.* To read newspaper articles and discuss their features.
* To write a newspaper article using the features discussed.
* To write a persuasive piece

● To plan their writing by discussing and recording ideas.● To 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.● To retrieve and record information from non-fiction.● To spell words that are often misspelled.● To increase the legibility, consistency and quality of their handwriting.● To draft and write non-narrative material, using simple organisational devices.● To write sentences dictated to them that include taught words and punctuation.● To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.● To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.● To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.● To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.● To ask questions to improve their understanding of a text.● To use a wider range of conjunctions and include more clauses in a sentence.● To indicate grammatical and other features by using and punctuating direct speech. | Non-fiction – Newspaper report, “Wanted” poster, persuasive pieces | 3 weeks |
| *The Pied Piper of Hamelin* by Robert Browning | ● To recognise some different forms of poetry.● To listen to and discuss a wide range of fiction and non-fiction texts.● To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.● To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.● To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures ● To 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.● To use conjunctions, adverbs and prepositions to express time and cause.● To listen to and discuss a wide range of fiction and non-fiction texts.● To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary. | Fiction – narrative poetryNon-fiction – instructions | 3 weeks |