**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 script  Non-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 poetry  Non-fiction – instructions | 3 weeks |