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

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| **Text** | **Objectives** | **Genres** | **Time** |
| *The Suitcase Kid* by Jaqueline Wilson | ● To listen to and discuss a wide range of fiction and non-fiction texts.● 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 retrieve and record information from non-fiction.● To use further prefixes and suffixes and understand how to add them.● To plan their writing by discussing and recording ideas.● To ask questions to improve their understanding of a text.● To identify themes and conventions in a wide range of books.● To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.● To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.● To draft and write narratives, creating settings, characters and plot.● To compose and rehearse sentences orally.● To organise paragraphs around a theme.● To draft and write non-narrative material, using simple organisational devices.● To use the perfect form of verbs to mark relationships of time and cause.● To assess the effectiveness of their own and others’ writing and suggest changes.● To propose changes to grammar and vocabulary to improve consistency.● To proofread for spelling and punctuation errors.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 read books structured in different ways and read for a range of purposes.● To identify how language, structure, and presentation contribute to meaning.● To use conjunctions, adverbs and prepositions to express time and cause.● To spell words that are often misspelled.● To revise all of the handwriting curriculum objectives in Years 3–4. | Fiction Narrative – issue-based storyPostcardsNon-Fiction – book review | 5 weeks |
| *Running Wild* by M MorpurgoTravel guide examples | ● To apply their growing knowledge to understand the meaning of new words.● To retrieve and record information from non-fiction.● 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 read books structured in different ways and read for a range of purposes.● To use dictionaries to check the meaning of words that they have read.● To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.● To use the first two or three letters of a word to check its spelling in a dictionary.● To discuss writing similar to that which they are planning to write.● To draft and write non-narrative material, using simple organisational devices.● To plan their writing by discussing and recording ideas.● 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 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 discuss books they have read and listened to, taking turns to share thoughts.● To compose and rehearse sentences orally.● To assess the effectiveness of their own and others’ writing and suggest changes.● To propose changes to grammar and vocabulary to improve consistency.● To proofread for spelling and punctuation errors.● To use a wider range of conjunctions and include more clauses in a sentence.● To use the perfect form of verbs to mark relationships of time and cause.● To use fronted adverbials, followed by commas to indicate grammatical features.● To choose nouns or pronouns appropriately for clarity and cohesion● To increase familiarity with a wide range of books and retell some of these orally.● To discuss words and phrases that capture the reader’s interest and imagination.● To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.● To draw inferences from details stated and implied and justify them with evidence.● To understand how to use further prefixes and suffixes.● To revise all of the grammar and punctuation curriculum objectives in Year 3–4.● To ask questions to improve their understanding of a text.● To revise all of the handwriting curriculum objectives in Years 3–4. | Non- Fiction – travel report,Persuasive textFormal and informal lettersFiction - Diary | 5 weeks |
| *The Jungle Book* by R KiplingSelection of animal poetry | ● To apply their growing knowledge to understand the meaning of new words.● To listen to and discuss a wide range of fiction and non-fiction texts.● To prepare poems and playscripts to read aloud and to perform.● To recognise some different forms of poetry.● To discuss words and phrases that capture the reader’s interest and imagination.● To spell further homophones.● To understand how to use further prefixes and suffixes● To spell words that are often misspelled.● To discuss writing similar to that which they are planning to write. | Fiction – Poetry, playscripts  | 2 weeks |
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