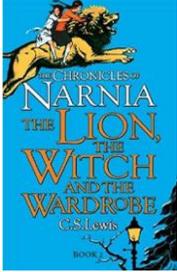
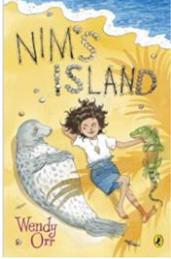
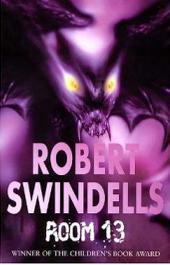
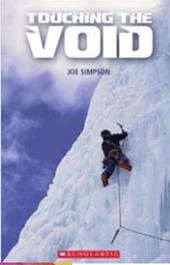
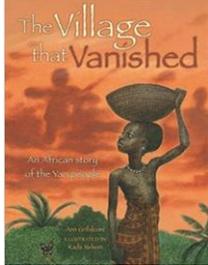
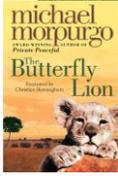
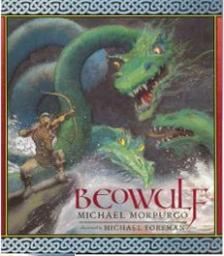
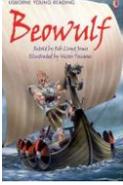


English Medium-Term Plan Year 4

Fiction focus Non-fiction focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	<ol style="list-style-type: none"> Writing to inform Writing to persuade 	<ol style="list-style-type: none"> Writing to entertain Writing to inform 	<ol style="list-style-type: none"> Writing to entertain Writing to entertain 	<ol style="list-style-type: none"> Writing to inform Writing to entertain 	<ol style="list-style-type: none"> Writing to entertain Writing to entertain 	<ol style="list-style-type: none"> Writing to entertain Writing to entertain
Core English Texts				 	 	 
Short Burst Writing	<p>Diary, informal letter, setting description, character descriptions, dialogue, story starters etc.</p> <p>These are suggestions of shorter writing outcomes that could be produced during the skills phase.</p>					
Final Outcomes (including poetry)	<ol style="list-style-type: none"> Non-chronological report based on our residential to Ingleborough Hall Persuasive letter using The Lion, the witch and the wardrobe by C.S.Lewis 	<ol style="list-style-type: none"> Diary entry using Nim's island by Wendy Orr Explanation text on how a scooter works Performing You are old father William by Lewis Carroll 	<ol style="list-style-type: none"> Point of view writing using Room 13 by Robert Swindells Setting description using Room 13 by Robert Swindells 	<ol style="list-style-type: none"> Newspaper Report using Touching the void by Joe Simpson Conflict writing-fiction to build suspense using Touching the void by Joe Simpson 	<ol style="list-style-type: none"> Alternative ending using The Village that vanished by Ann Grifalconi Letter using The Village that vanished by Ann Grifalconi 	<ol style="list-style-type: none"> Character description using Beowulf by Michael Morpurgo Narrative-battle scene using Beowulf by Michael Morpurgo

				3. Performing Revolting Rhymes by Roald Dahl		
Authorial Intent	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Select information that is relevant to the reader in order to fit the purpose.</p> <p>Understand that in order to engage the audience, non-chronological reports should be structured by order of importance.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>Select and use the grammatical structures of a letter.</p> <p>Children will draw on character's experiences and emotions to explain</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children understand that a diary can be used as a way of dealing with emotions, recording events or memories.</p> <p>Children will begin to weave emotions, settings and events together to entertain.</p> <p>Children understand how a character's experiences affect their actions.</p> <p>In non-narrative material, using simple organisational devices.</p> <p>Understand how writers can encourage an impersonal tone</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children can empathise with a character.</p> <p>Children use mood to create suspense (colours, sounds and seasons).</p> <p>Children select appropriate language to evoke emotion and create tension.</p> <p>Children can use prior knowledge of mood and imagery to describe a setting.</p> <p>Children can select and use appropriate tier 2/3 vocabulary.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>Children will be able to sequence their writing.</p> <p>Children can identify and select key facts (5Ws).</p> <p>Children can condense information to inform on the key facts.</p> <p>Children draw on the experiences of character's to engage the audience.</p> <p>Children show the thoughts and emotions of a character through the use of dialogue.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Use familiar story structures, altering the ending.</p> <p>Children can identify the themes of a book.</p> <p>Children draw on the themes of a book to suggest a suitable ending.</p> <p>Children draw on the language of a culture to mimic the style of an author.</p> <p>Select and use the grammatical structures of a letter.</p> <p>Children understand that letters are written for different purposes.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children understand that an author creates a character based off their appearance, personality, experiences and voice.</p> <p>Children understand that vocabulary has positive and negative connotations.</p> <p>Children will select vocabulary to describe a character.</p> <p>Children show the thoughts and emotions of a character through the use of dialogue.</p> <p>Children use language to show the relationship between characters.</p>

	<p>their motives, understanding that sometimes characters can hide these.</p>	<p>e.g. – The rider can rather than you can.</p> <p>Children show awareness of their audience through their selection of tier 2/3 vocabulary.</p> <p>Children can use conjunctions to show cause and effect.</p> <p>By the end of the Autumn term, we would expect them to be emerging in these skills.</p>		<p>Children use language to show the relationship between characters.</p> <p>Children discuss a character's conflicting emotions.</p> <p>By the end of the Spring term, we would expect them to be developing in these skills.</p>	<p>Draw of the experiences of a character and select the key events with an awareness of audience.</p>	<p>Children progress a narrative through the use of action.</p> <p>Children choose appropriate verbs to impact the audience.</p> <p>By the end of the Summer term, we would expect them to be secure in these skills.</p>
Skills Phase	<p>Commas for lists – starter (revision)</p> <hr/> <p>Understand the 4 sentences types (statement, question, command and exclamation) including rhetorical questions and exclamation to exaggerate.</p> <p>Use a range of coordinating conjunctions.</p>	<p>Use pronouns and nouns appropriately and varying them for cohesion.</p> <p>Use fronted adverbials followed by a comma.</p> <p>Use present perfect tense.</p> <hr/> <p>Use paragraphing to group information.</p>	<p>First person pronouns – starter (revision)</p> <p>Use pronouns and nouns appropriately and varying them for clarity cohesion.</p> <p>Use a range of sentence types using subordinate clauses and the start and end of the sentence understanding these can move.</p> <p>Include prepositions as sentence openers.</p>	<p>Understand that paragraphing can be used to change events (introduction 5Ws, what happened, public opinion and quotes, what the outcome is/ what's happening now).</p> <p>Expanded noun phrases including with – The brave pioneers with 15 years climbing experience almost died.</p> <p>Use and punctuate direct speech.</p>	<p>Apostrophes for possession – starter (revision)</p> <p>Use present perfect tense.</p> <p>Use dialogue including speaker and the start and end. Some children may use split speech.</p> <p>Use prepositional phrases to add detail.</p>	<p>Select vocabulary with positive and negative connotations to match a character (short burst writing)</p> <p>Revise a mix of tenses with a focus on using present tense for character description.</p> <p>Use a range of subordinate clauses – if when although at the start and end of sentences</p>

	<p>Expanded noun phrases using with.</p>	<p>Select and use appropriate verbs and verb forms – progressive tense.</p> <p>Use conjunctions to show cause – consequently/ therefore/ as a result</p>	<p>Use pronouns and nouns appropriately and varying them to avoid repetition.</p> <hr/> <p>Use similes selectively to create imagery.</p> <p>Use adverbs understanding they can move to the start of a sentence.</p> <p>Use a full range of subordinating conjunctions.</p> <p>Use prepositions (starter- revision).</p>	<p>Use a range of subordinating conjunctions.</p> <hr/> <p>Select vocabulary with an understanding of how power links to effect.</p> <p>Use phrases to describe a characters emotions e.g grinned from ear to ear.</p> <p>Use and punctuate dialogue to show relationships between the characters – speaker at start and end</p> <p>Use paragraphing to sequence events.</p>	<p>Use similes appropriately to create an image.</p> <p>Using conjunctions (when, until, before).</p> <hr/> <p>Tenses starter – revision</p> <p>Understand the 4 sentences types (statement, question, command and exclamation)</p> <p>Revision of skills from Autumn 1 letter – shorter skills week.</p>	<p>Use paragraphing to structure writing.</p> <hr/> <p>Use similes appropriately to create an image.</p> <p>Expanded noun phrases using with.</p> <p>Select vocabulary which fits the mood (chaotic).</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p>
Editing	<p>Children will develop as editors and should now begin to self-edit pieces of writing in detail.</p> <p>Children will be able to suggest vocabulary level changes such as verbs and adjectives to be more specific for the reader.</p> <p>They will also be able to suggest sentence level changes be that moving sentences within a paragraph to aid coherence (e.g in a setting description if they have written about the trees, then weather, then trees again this is not as coherent as it could be) or by moving elements of a sentence (e.g. moving the adverb to the start of the sentence or speaker to the start of the sentence to help set the tone Feverishly, she rowed.)</p>					
Spelling	Low Ash spelling scheme					

At Low Ash we know that learning to spell is an essential skill, and in order for children to become successful writers they need to spell accurately. Within school, children will learn the rules and conventions of the spellings, alongside systems and strategies needed to become confident spellers. In Reception, Year 1 and Year 2 the children have daily read, write, inc lessons where they learn phonemes and graphemes and high frequency words. In Years 2, 3, 4, 5 and 6 the children will also be taught spelling, which focuses on acquiring knowledge of spelling conventions patterns and rules.

ai	spelt 'ay', 'ey', 'ai', 'a-e', 'ea', 'ei', 'eigh'	slay obey rain take vein sleigh
ee	spelt 'e-e' 'ea' 'ee'	extreme real sleeping
igh	spelt 'ie', 'y', 'i-e', 'i' 'igh'	tries dry polite liking bright

heel heal he'll accept except bury berry fair fare grown groan male mail meddle medal plain plane
 rain rein reign

possessive apostrophes for plural words wolves' dogs'

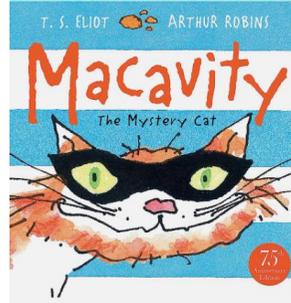
See tricky words list for additional words.

Poetry

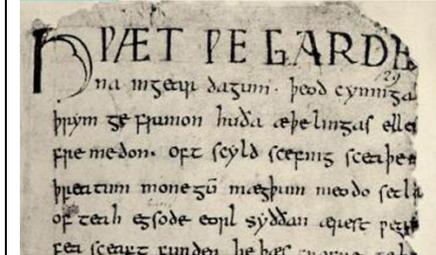
You Are Old Father William -Lewis Carroll



Macavity the mystery cat- T.S Elliot



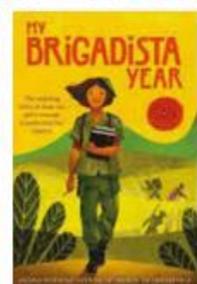
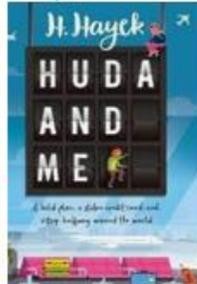
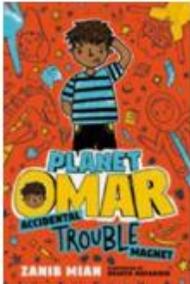
Beowulf



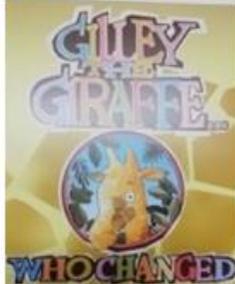
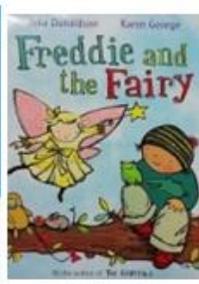
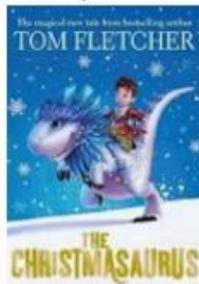
SMSC Texts

LKS2

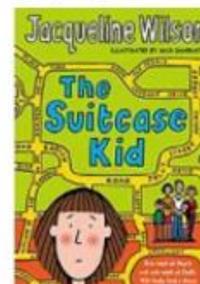
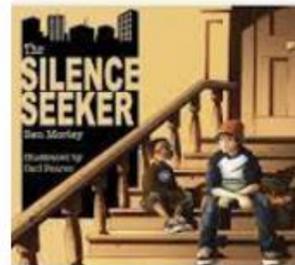
Cultural diversity/BAME



Physical disabilities



Different types of families



Neurodiversity/Mental Health

