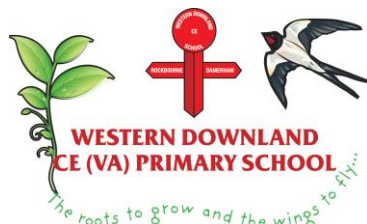


Overview Yr 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus themes /topics						
Reading for pleasure and reading independence						
Reading range and focus: whole class						
Writing Purpose and range	<p>Narratives – Writing to entertain, describe</p> <p>Writing to instruct, entertain</p>	<p>Write a poem to describe, entertain</p> <p>Writing to inform</p>	<p>To write to entertain (Narrative)</p> <p>To write to discuss (viewpoint)</p> <p>Understand concept of 'for' and 'against'</p>	<p>To write to explain and inform</p> <p>To write to entertain (poetry)</p> <p>To write to persuade (argue)</p>	<p>Narratives – writing to entertain, describe</p> <p>Poetry – the river</p>	<p>Writing to entertain, describe.</p> <p>Writing to inform –</p>
Sentence grammar and punctuation skills linked to reading models and writing journeys	<p>Prepositions - before, after, during, in,</p> <p>Connectives – when, before, after, while, next, because etc.</p> <p>Adverbs</p> <p>Present and past form of verbs</p> <p>Inverted commas</p> <p>Headings and subheadings, captions to aid presentation</p> <p>Use of paragraphs as a way to group material in narratives</p>	<p>Noun phrases</p> <p>Conjunctions – time and causal</p> <p>Adverbs and fronted adverbials</p> <p>Powerful adjectives</p> <p>Expanded noun phrases</p> <p>Stanzas – link to paragraphing</p> <p>Formatting</p> <p>Paragraphs</p> <p>Headings and sub-headings to aid presentation</p> <p>Pictures and captions and logos</p>	<p>Revision of contractions / possession using apostrophes.</p> <p>Plural and possessive – I was We were</p> <p>Correct use of inverted commas and commas used correctly after the reporting clause</p> <p>Revise when to use commas in speech and in formal sentence.</p> <p>Clauses – subordinate and embedded (drop in)</p> <p>Expressing cause using conjunctions (e.g. so, because).</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid repetition.</p> <p>Use of possessive pronouns</p>	<p>Paragraphs</p> <p>Expanded noun phrases</p> <p>Adverbs and fronted adverbials</p> <p>Connectives</p>	<p>Use of inverted commas</p> <p>Noun phrases</p> <p>Connectives</p> <p>setting out correctly a letter</p>	<p>Noun phrases</p> <p>Conjunctions – time place and cause</p> <p>Adverbs</p> <p>Adjectives</p> <p>Expanded noun phrases</p> <p>Stanzas – link to paragraphing</p>
Spoken language: Talk: skills, opportunities and outcomes	<p>Triads – ask relevant questions</p> <p>Talk: skills, opportunities and outcomes</p> <p>Presentation of</p>	<p>Speak audibly / polite manners when addressing parents in café</p> <p>Gain, maintain and monitor the interest of the listener</p>	<p>Speak audibly - sharing their own myths to their peers</p>	<p>Speak audibly and act in front of parents and whole school whilst performing It's all Greek to me.</p> <p>Showing and talking to parents</p>	<p>letter writing language</p> <p>reading letters out loud</p>	<p>Speak audibly</p> <p>Gain, maintain and monitor the</p>



	information text; gain, maintain and monitor the interest of listener; speak audibly, and fluently in Standard English (NHS project)	Add a new point to the conversation Build on what somebody else has just said – Debate – Why should shoppers buy Fair Trade products over other brands?		whilst walking round a classroom museum. Class debate – should Britain send back the Elgin Marbles to Greece?		interest of the listener Add a new point to the conversation Build on what somebody else has just said – diamond 9. Give points. Challenge or contest cards
Special Events						
Spelling: phase objectives (will be enhanced with AfL induced sub-group targets and teaching)	5 words from year 3/4 list to be taught and tested each week plus 5 topic words Revise previous objectives for spelling when necessary First 100 and 200 key words	5 words from year 3 / 4 list to be taught and tested each week plus 5 topic words If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed, forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation The suffix –ation The suffix –ly ous Revision of year 2 objectives for spelling dge at end of words, silent k and g at beginning of words le at end of words such as table	Year 2 objectives The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w and more often than not after s . camel, tunnel, squirrel, travel, towel, tinsel Not many nouns end in -al , but many adjectives do. metal pedal capital	5 words from year 3 / 4 list to be taught and tested each week plus 5 topic words year 2 LA objectives y at the end of words Discipline science fascinate etc. In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/. The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>). girls', boys', babies', children's, men's, mice's	5 words from year 3 / 4 list to be taught and tested each week plus 5 topic words Homophones and near-homophones	5 words from year 3 / 4 list to be taught and tested each week plus 5 topic words revision of rules taught
Site of Application opps.	Autumn 1 Write own narrative	Autumn 2 Write own poetic form	Spring 1	Spring 2 Participate in a debate	Summer 1 letter writing	Summer 2 write a diary

This long term plan does not reflect planning for guided reading group skills or additional early processing skills for reading (teaching phonics and word recognition)