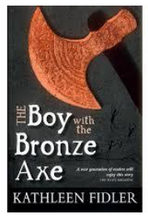
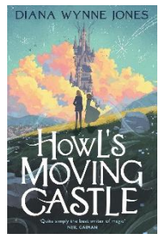
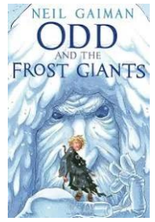
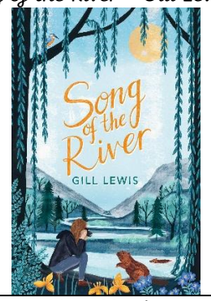
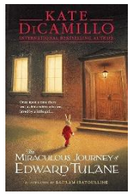
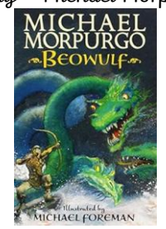
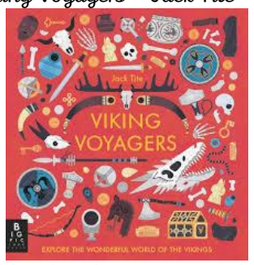
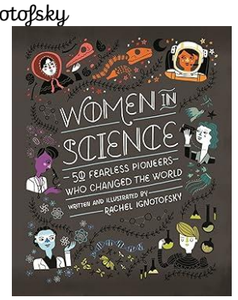
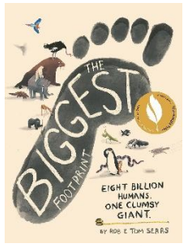
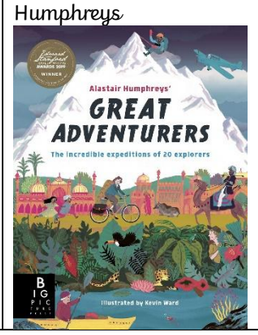
Year 4 English LTP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	History Geography Science	Anglo-Saxons and Scots Parts of a Plant ?	Settlements Animals including Digestion	Vikings and Anglo-Saxons Electricity	Rivers and the Water Cycle States of Matter	Ancient Egypt Sound	Climate Zones and Biomes Living Things and their Habitats
Whole Class Reading Texts		The Boy with the Bronze Axe – Kathleen Fidler 	Howl's Moving Castle – Diana Wynne Jones 	Odd and the Frost Giants – Neil Gaiman 	Song of the River – Gill Lewis 	Secrets of a Sun King – Emma Carroll 	The Miraculous Journey of Edward Tulane – Kate DiCamillio 
Key texts/ writing stimulus		Beowulf – Michael Morpurgo 	How Winston Came Home From Christmas – Alex T. Smith 	Viking Voyagers – Jack Tite  Women in science - Rachel Ignotofsky 	A River – Marc Martin 	Mary and the Riddle of the Sphinx – Joe Todd-Stanton 	The Biggest Footprint: Eight billion humans. One clumsy giant. – Rob Sea  Alastair Humphreys' Great Adventurers - Alastair Humphreys 

Stages of Writing				
Writing Skills			**Flourishing Writers**	
1. Engage with a stimulus, identify the key features / grammatical elements of texts / use of language & vocabulary. Focus on outcome for the week.	2. Analyse and breakdown grammatical concepts	3. Draft and apply grammatical understanding using clear modelled examples, building on understanding through clear scaffolding.	4. Compose written outcome within Flourishing Writers books, focusing on genre and inclusion of grammatical features.	5. Utilising success criteria, work is edited using purple pen to address any misconceptions in sentence structure and use of vocabulary, whilst up levelling.

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Ongoing writing objectives throughout year	**Year 4**	**Ongoing objectives across Year 4:** Plan writing: • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • consider levels of formality in non-fiction texts • discuss and record ideas using a standard planning frame Draft and write Evaluate and edit, including proposing changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors					
Composition	**Year 4**	**Composition:** • Discuss writing similar to that which they are planning to write (poetry structure) • (Y2) Leave spaces between words that reflect size of letters • (Y2) Consolidate expanded noun phrases to describe and specify information for the reader • (Y3) Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language • (Y3) Proof read to ensure correct application of all KS1 punctuation • In narratives, create characters, settings • (Y3) Revisit how to organise writing into paragraphs for non-fiction as a way to group related material using headings and sub-headings • In non-narrative, use organisational devices to support layout • Organise information into paragraphs of expanded ideas • Continue to identify correct use of past and present tenses	**Composition:** • Compose and rehearse sentences orally • Focus on building vocabulary choices • (Y3) Revisit how to organise writing into paragraphs for non-fiction as a way to group related material using headings and sub-headings • (Y3) Proof read to ensure correct application of all KS1 punctuation • (Y2) Further embed leaving spaces between words that reflect size of letters • In narratives, create and describe settings and characters • Introduce author's use of paragraphs to organise ideas within narrative • (Y3) Proof-read to ensure correct application of all KS1 punctuation • Consider correct subject/verb agreement (e.g. We are/I am, There are/There is) in written form • Discuss writing similar to that which they are planning to write	**Composition:** • In narratives, creating setting and plot • Plan and use paragraphs to organise chronology of ideas in narrative • Continue to use past and present tenses correctly, including range of known verb forms (progressive and perfect) • Use paragraphs to organise ideas, e.g. opening/ closing instruction paragraphs • In non-narrative material, use simple organisational devices • Compose own poetry using varied vocabulary and grammar choices • (Y3) Vary sentence structure by using a range of known Y3 conjunctions, adverbs and prepositions to support cohesion and express time, place or cause • Develop correct use of subject/verb agreement (e.g. We are/I am, There are/There is) in written form	**Composition:** • In narratives, create characters and plot • In non-narrative material, use simple organisational devices • Plan and develop a sequence of paragraphs to organise the chronology of narratives • Plan and develop a sequence of paragraphs to organise writing around a theme for explanations • Consider the required level of formality for writing • Develop accuracy in using past tense, including progressive and perfect forms • Proof read to identify and correct the accurate use of plural and possessive –s • Proof read for correct application of known spelling, punctuation and tense	**Composition:** • In narratives create settings and plots • Vary the range of sentence structures used within individual paragraphs • Further develop organisation of information into coherent paragraphs • Consistently maintain past tenses correctly across whole composition, and present tense, *where relevant* • Continue to embed proof reading for correct use of punctuation • Focus on ensuring subject/verb agreement (e.g. We are, There is) • Consider non-chronological writing similar to that which they will be writing • Understand structure and level of formality depending on audience • Revisit and select non-fiction organisational devices to support layout • Continue to evaluate effect of composition and reference to original plan	**Composition:** • In narratives setting, characters and plot • Select organisational devices to support reader engagement with layout • With increasing independence, organise narrative into paragraphs • Proof read for correct application of known punctuation • Evaluate effect of composition and reference to original plan • Further develop organisation of information into coherent paragraphs • Continue to evaluate effect of composition and reference to original plan
Grammar and punctuation	**Year 4** **New learning** **Recap/refine**	**Grammar & punctuation:** • (Y3) Revise commas to separate items in a list and to separate clauses when constructing complex sentences • (Y2) Consolidate expanded noun phrases	**Grammar & punctuation:** • (Y3) Vary sentence structure by using a range of known conjunctions and adverbs to support cohesion and to express time or cause, as appropriate	**Grammar & punctuation:** • (Y2/3) Revisit apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns • (Y3) Vary sentence structure by using a range of known conjunctions,	**Grammar & punctuation:** • Identify the grammatical difference between plural and possessive –s • (Y3) Revisit use of inverted commas and other direct speech punctuation	**Grammar & punctuation:** • Introduce apostrophes to mark plural possession • Continue to vary sentence structure including the use of fronted adverbials and subordinate clauses, and expanded noun phrases by	**Grammar & punctuation:** • Continue to use apostrophes to mark plural possession, *where relevant* • Vary the range of sentence structures used within individual

Year 4 English LTP

		to describe and specify information for the reader • (Y3) Vary sentence structure by using a range of known conjunctions, adverbs and prepositions from Y3 to support cohesion and express time, place or cause • (Y3) Correct choice and consistent use of past tense throughout writing • (Y2/3) Embed use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns • (Y3) Continue to vary sentence structure by using a range of known conjunctions, adverbs and prepositions from Y3 to support cohesion and to express time, place or cause • Introduce fronted adverbials • Begin to use commas after a fronted adverbial	• (Y3) Ensure correct choice and consistent use of past tense throughout writing; including use of present perfect form • Introduce noun phrases expanded by the addition of modifying adjectives • (Y2 & Y3) Revisit apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns • (Y3) Vary sentence structure by using a range of known conjunctions, adverbs and prepositions from Y3 to support cohesion and to express time, place or cause • (Y3) Vary sentence structure by using known adverbs and prepositions from Y3 to support cohesion and to express place or cause • Use past and present tenses correctly • Develop noun phrases expanded by the addition of modifying adjectives • Develop use of fronted adverbials and demarcate with commas	adverbs and prepositions from Y3 to support cohesion and to express time or place • Introduce use of pronouns to aid cohesion and avoid repetition • Continue to use fronted adverbials with commas to expand sentence detail • Construct expanded noun phrases modified by prepositional phrases • Begin to vary the position of clauses within a sentence and use commas to separate clauses where required • Identify the grammatical difference between plural and possessive –s	• Select personal pronouns or nouns within and across sentences to aid cohesion and avoid repetition • Continue to construct expanded noun phrases modified by adjectives, nouns and preposition phrases to provide detail for the reader • Continue to vary sentence structure (including the use of fronted adverbials) and the position of clauses within sentences and understand the effect of the different position	selecting a wider range of adventurous modifiers • Select appropriate pronouns or nouns to aid cohesion and avoid repetition • Further develop use of inverted commas and other punctuation to indicate direct speech (both writing outcomes) include a wider range of verb forms • Select and apply appropriate formal or informal vocabulary for audience • Continue to select and apply range of punctuation to support coherence • Develop cohesive individual paragraphs with links across sentences • Identify and accurately use a range of verb forms for past or present tense	paragraphs (simple, compound and complex) • Continue to construct expanded noun phrases by selecting a wider range of modifiers with shades of meaning • Embed accurate use of past and present tenses, and include a wider range of verb forms • Select and apply appropriate vocabulary • Continue to select and apply appropriate punctuation
Rainbow Grammar		Join 3 main clauses with a comma and a coordinating conjunction The boy's knees knocked, his skin prickled and his heart pounded in his chest.	Begin a sentence with 2 fronted adverbials Slowly but surely, the boy made his way through the haunted house. All day and all night, the wind howled through the old house. Begin a sentence with a linking adverb, separating with a comma The moon shone. However, the sky was as black as pitch.	When at the start of a sentence, capitalise direct speech and close with a comma, question mark or exclamation mark "It's dark tonight," the boy said. "Should I go in?" the boy asked. "A ghost!" the boy cried.	Use a parenthetic -ing non-finite clause, separating with commas The moon, casting a sickly light over the world, shone with a deathly glow. Use a subordinate clause at the start and at the end of a sentence As clouds gathered overhead, shadows stole across the land, smothering the world in darkness. Opening the gate, the boy entered the garden even though his heart pounded in his chest.		Describe a noun or noun phrase with an appositive, separating with commas A spider, a huge hairy-legged beast, sat in the centre of a vast web. The boy pushed the gate, a heavy mass of twisted iron.

Year 4 English LTP

	Understand a determiner as a single word that makes a noun more precise **Know and use the following possessive determiners** my your his her its our their	Use adjectives of taste and smell fragrant putrid spicy acrid	**Capitalise proper nouns (things)** Ferrari The Gruffalo Twix **Join 2 nouns or noun phrases with the preposition *with* to create an expanded noun phrase (a double noun phrase)** the dog **with** shaggy fur the house **with** no windows **Create collective noun phrases by joining 2 nouns or noun phrases with the preposition *of*** a class **of** children a bunch **of** flowers a murder **of** crows	**Know and use the following possessive pronouns** mine yours his hers its ours theirs **Balance the use of pronouns and nouns to avoid ambiguity and repetition**	**Know and use common irregular past tense verb forms** bought slept cut dreamt **Use standard verb forms** we was > we were I done > I did could of > could have **Use precise verbs to create shades of meaning** **walk** trudge stride saunter **eat** nibble devour munch	**Know and use the following prepositions** about adjacent despite except of opposite since toward upon within without **Understand a preposition as a single word that joins two nouns or noun phrases (within a double noun phrase)** **Coordinate 2 or 3 adverbial phrases** The pirates carried the treasure **from the ship**, **over the golden sands** and **to the secret cave**.	**Understand an adverb as a single word that describes how, when or where a verb happens** **Know and use adverbs of time (when) and place (where)** **time** still again soon tomorrow today **place** here there home left south upstairs **Know and use the following linking adverbs** also finally for example however meanwhile therefore	**Know and use the following coordinating conjunctions** yet **Know and use the following subordinating conjunctions** as soon as by the time even though once unless until