LONGTON LANE COMMUNITY PRIMARY SCHOOL



**‘Believe and Achieve’**

**ENGLISH LONG TERM PLANNING YEAR 4**

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| **ENGLISH** | | | | | | |
| Spoken Word | Word Reading | Comprehension | Writing – Transcription | Writing – Handwriting | Writing – Composition | Writing – Grammar, Vocabulary and Punctuation |
| * Discusses props and costumes to add to a role. * Gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. * Builds their vocabulary using a range of relevant strategies. * Understands that their vocabulary and non-verbal gestures vary depending on the audience, purpose and context. * Shows an awareness of Standard English. * Sustains attentive listening in a wide variety of different contexts and begins to make notes of key ideas. * Begins to gain, maintain and monitor the attention of listeners. * Can identify some key features of good presentation. * Asks a range of relevant questions to extend their knowledge and understanding. * Sustains designated roles and responsibilities during collaborative group discussions of varying sizes. * Participates constructively in conversation and debates. * Begins to articulate their opinion justifying reasons for choice with increasing confidence and clarity. * Begins to sustain a role for a period of time. * Begins to adapt different roles for different performances/scenarios. * Begins to develop ideas for performance including props, costume and sets. | Pupils should be taught to:   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | Pupils should be taught to:   * develop positive attitudes to reading and understanding of what they read by: * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * using dictionaries to check the meaning of words that they have read * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry] * understand what they read, in books they can read independently, by: * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | Spelling (see [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling)) Pupils should be taught to:   * use further prefixes and suffixes and understand how to add them (English Appendix 1) * spell further homophones * spell words that are often misspelt (English Appendix 1) * place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Pupils should be taught to:   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | Pupils should be taught to:   * plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas * draft and write by: * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([[English Appendix 2](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary)) * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices [for example, headings and sub-headings] * evaluate and edit by: * assessing the effectiveness of their own and others’ writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proof-read for spelling and punctuation errors * 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. | Pupils should be taught to:   * develop their understanding of the concepts set out in [[English Appendix 2](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) by: * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials * learning the grammar for years 3 and 4 in English Appendix 2 * indicate grammatical and other features by: * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. |