

English Long Term Plan Year 4 2022-2023

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Why did the Romans invade Britain and were they successful?	How have the Romans influenced our country and culture?	What is the Amazon, why is it significant and should it be protected?		How successful was the Mayan civilization?	What is it like in the USA
Year 4	English Texts	Walking Trail of Roman Leicester leaflet- NF Escape From Rome- A Roman. Quest- Caroline Lawrence- F	So you think you've got it bad? A kid's life in Ancient Rome NF – Chae Strathie and Marisa Morea Poetry Week: James Carter: I Love You More James Carter- cinquain poem Josiah Wedgewood: I am a Roman Soldier	Greta and the Giants: Inspired by Greta Thunberg's stand to save the world: (1) Zoe Tucker	The Sound Collector- Roger McGough There's a Rang-Tan in My Bedroom- James Sellick	The Jaguar Stones: Book One by Middlewood: J & P Voelkel- F	National Parks of the USA- Kate Siber
	Text Type and Outcome	Non-fiction: Recount of Roman Walk in Leicester Fiction Chapter re-tell from 'A Roman Quest' Third person recount in the past tense	Poetry: Re-writing stanzas in a poem Learn a poem to read aloud individually and as a group. Non-fiction: Report detailing what life was like for Roman children Fiction: Write an advert to be a Gladiator	Fiction: Persuasive writing- leaflet detailing how we can help Greta against the 'Giants' Non-fiction: Non-chronological report about a chosen animal living in the rainforest.	Poetry: Re-write a poem replacing sounds with those from the Amazon. Learn a poem to read aloud individually and as a group. Non- Fiction: Write a letter to save orangutan's habitat.	Fiction: Diary entry- writing in the first person about Max Murphy's quest to unlock the ancient secrets of the Maya civilisation. Persuasive letter to max's parents	Non-fiction: Non-chronological report about a national park in USA. Leaflet: Write a leaflet to promote visiting a National Park of their choice
	Grammar and Punctuation	4 types of sentences FS, CL, QM, EM. Contractions Adj/noun/verb/adverb Fronted adverbials Inverted commas	Past, present and future tense Conjunctions (C and S) Prepositions Clauses Relative pronoun Brackets	Bullet points Colon (Instructions) Paragraphs M & S clauses Apostrophe to mark singular and plural possession	Suffix and prefix Plural and possessive -s- Standard forms for verb inflections Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Appropriate choice of pronoun and noun to aid cohesions and repetition Determiners	Consolidation and revision
	Reading skills	Through reading pupils are taught to: <ul style="list-style-type: none"> - Develop positive attitudes to reading and understanding of what they read - Understand what they read, in books they can read independently - 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 					
	Handwriting	Pupils are taught to: <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to another, are best left unjoined - Increase legibility, consistency and quality of their handwriting 					
	Spelling	Pupils are taught to spell by: <ul style="list-style-type: none"> - Using further prefixes and suffixes and understand how to add them - Spelling further homophones - Spell words that are often misspelt - Placing the possessive apostrophe accurately in words with irregular plurals - Using the first two or three letters of a word to check its spelling in a dictionary - Writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 					

	<p>'Aw' sound spelt 'augh' or 'au'</p> <p>Adding prefix 'in'</p> <p>Adding prefix 'im'</p> <p>Homophones and near homophones</p> <p>Past tense verbs</p> <p>Adding the prefix il before a root word</p> <p>Words with /shun/ endings spelt with 'sion'</p>	<p>Words with /shuhn/ sound spelt with sion (if root word ends in 'se' 'de' or 'd' Expansion</p> <p>Words with a /shun/ sound spelt with 'ssion'</p> <p>Words with 'ought' to make a long /o/ /oo/ or/ sound</p> <p>Words with a /shun/ sound spelt with 'tion'</p> <p>Homophones and near homophones</p>	<p>Homophones and near homophones</p> <p>Nouns ending in the suffix -ation</p> <p>Adding the prefix sub- (meaning under)</p> <p>Adding the prefix super- meaning above</p> <p>Plural possessive apostrophes with plural words</p> <p>Words with the /s/ sound spelt with 'sc'</p> <p>Words with a 'soft c' spelt 'ce'</p>	<p>Words with a soft 'c' spelt 'ci'</p> <p>Word families based on common words</p> <p>Statutory spelling challenge words</p> <p>Adding the prefix 'inter' meaning between or among</p> <p>Adding the prefix anti- (meaning against)</p> <p>Adding the prefix auto- meaning 'self' or 'own'</p>	<p>Adding the prefix ex- meaning out</p> <p>Adding the prefix non- meaning 'not'</p> <p>Words ending in -ar/ -er</p> <p>Common exception words</p> <p>Adding the suffix -ous (no change to root word)</p> <p>Adding the suffix -ous (no definite root word)</p>	<p>Adding the suffix -ous (words ending in 'y' become 'i' and words ending in 'our' become 'or')</p> <p>Adding the suffix -ous (words ending in 'e' drop the 'e' but not 'ge')</p> <p>Adverbials of frequency and possibility</p> <p>Adverbial of manner</p> <p>Revision</p>
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