

**Year 4 Long Term Literacy Plan**

**Purple = ongoing objectives**

<b>Spoken Language</b>	<b>Reading – Word Reading</b>	<b>Reading – Comprehension</b>	<b>Writing - composition</b>	<b>Writing – Vocabulary, Grammar and Punctuation</b>
<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (<a href="#">Playscripts looked at through the Year 3 and 4 Play</a>)</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>retrieve and record information from non-fiction</p> <p>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.</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using fronted adverbials [for example, <u>Later that day, I heard the bad news.</u>]</li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</li> <li>• The grammatical difference between <b>plural</b> and <b>possessive – s</b> (NB also in Spelling – see spelling planning)</li> <li>• using and punctuating direct speech - use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</li> <li>• Use of paragraphs to organise ideas around a theme</li> </ul> <p><b>Terminology for Pupils (Statutory)</b></p> <ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun, possessive pronoun</li> <li>• adverbial</li> </ul> <p><b>Writing - Transcription (Handwriting)</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul>

Unit/Term	Text link	Extended writing opportunities • Fiction • Non-fiction • Big Write • Poetry	Writing – Vocabulary, Grammar and Punctuation	Writing – Composition	Reading opportunities Comprehension	Spoken Language opportunities/activities
Autumn 1	Poetry linked to rainforests	• Swamp poem • Swamp monster rap	• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	• <input type="checkbox"/> 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.	• recognising some different forms of poetry [for example, free verse, narrative poetry]	Performing poems
	Non-fiction (rainforest)  Kapok Tree.	• Gorilla information text. • Kapok Tree • Rainforest layers information text (Big Write)	• Use of paragraphs to organise ideas around a theme • using fronted adverbials [for example, <i>Later that day, I heard the bad news.</i> ]  • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	• organising paragraphs around a theme • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	• identifying main ideas drawn from more than one paragraph and summarising these • retrieve and record information from non-fiction  <i>Features of non-fiction texts</i> • Index • Glossary • Captions • Contents • Headings and Sub-Headings • Blurb • Facts <i>Comparing texts based on layout, author viewpoint, technical vocabulary, fonts used</i>	
Autumn 2	Fairy Stories  Alice in Wonderland – Fairy story		• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using fronted adverbials [for example, <i>Later that day, I heard the bad news.</i> ] • using commas after fronted adverbials • using and punctuating direct speech - use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted	• in narratives, creating settings, characters and plot • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ( <i>English Appendix 2</i> ) • organising paragraphs around a theme • choosing nouns or	• 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	

			<p>commas: <i>The conductor shouted, "Sit down!"</i></p> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> <li>Use of paragraphs to organise ideas around a theme</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li></li> </ul>		
Spring 1	Friend or Foe Michael Morpurgo WWII	<ul style="list-style-type: none"> <li>Diary extract</li> <li>Letter</li> <li>Setting description</li> <li>Story</li> </ul>	<ul style="list-style-type: none"> <li>using fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</li> <li>using commas after fronted adverbials</li> <li>using and punctuating direct speech - use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li>Use of paragraphs to organise ideas around a theme</li> </ul>	<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<i>English Appendix 2</i>)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>asking questions to improve their understanding of a text</li> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>
			<ul style="list-style-type: none"> <li>Newspaper report</li> <li>Recount</li> </ul>	<ul style="list-style-type: none"> <li>using and punctuating direct speech - use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> </ul>	<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul>	
Spring 2	Stories from other cultures	<ul style="list-style-type: none"> <li>Culture</li> <li>Technical vocabulary</li> <li>Morals and appropriate endings</li> <li>Viewpoint</li> <li>Dialogue and character reactions to an event</li> <li>Action openers Big</li> </ul>	<ul style="list-style-type: none"> <li>using and punctuating direct speech - use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li>Noun phrases expanded by the</li> </ul>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> <li>identifying themes and conventions in a wide range of books</li> <li>discussing words and phrases that capture the reader's interest and</li> </ul>	

			<p>addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• using fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</li> <li>• using commas after fronted adverbials</li> </ul>	<p>draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p><input type="checkbox"/> proof-read for spelling and punctuation errors</p> <p><input type="checkbox"/> 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.</p>	<p>imagination</p> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>	
Summer 1	Stories with Moral Dilemmas	<ul style="list-style-type: none"> <li>• Actions</li> <li>• Options</li> <li>• Consequences</li> <li>• Thoughts and feelings</li> <li>• Morals</li> <li>• Questioning the reader</li> <li>• Conditional tense</li> </ul>	<ul style="list-style-type: none"> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• <b>Apostrophes to mark plural possession</b> [for example, <i>the girl's name, the girls' names</i>]</li> <li>• using and punctuating direct speech - use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a</li> </ul>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> </ul>	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> </ul> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences</li> </ul>	

			<p>comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></p> <ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> </ul> <p><b>Terminology for Pupils (Statutory)</b></p> <ul style="list-style-type: none"> <li>determiner</li> <li>pronoun, possessive pronoun</li> <li>adverbial</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p><input type="checkbox"/> proof-read for spelling and punctuation errors</p> <p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> <li>with evidence identifying how language, structure, and presentation contribute to meaning</li> </ul>	
Summer 2	Poetry	<ul style="list-style-type: none"> <li>Alliterative poem</li> <li>Narrative poem</li> <li>Shape poem</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> </ul>	<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency,</li> </ul> <p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	

	<p>Book based unit. 'Goodnight Mister Tom.'</p>	<ul style="list-style-type: none"> <li>• Character description</li> <li>• Diary extract</li> <li>• Letter</li> <li>• Setting description.</li> </ul>	<ul style="list-style-type: none"> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech - use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> <li>• Use of paragraphs to organise ideas around a theme</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> <li>• organising paragraphs around a theme</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p><input type="checkbox"/> proof-read for spelling and punctuation errors</p>	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• asking questions to improve their understanding of a text</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	
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#### Cross curricular Literacy opportunities

Topic (CCL)	Topic (Science)	Writing and genre	Reading	Speaking and Listening
Rainforest (deforestation)		<ul style="list-style-type: none"> <li>• Letter writing to chief (deforestation)</li> <li>• Comparing life in Rainforest to Brighouse</li> <li>• Report on life in the Rainforest</li> <li>• </li> </ul>		<ul style="list-style-type: none"> <li>• articulate and justify answers, arguments and opinions</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>
Monarchs		<ul style="list-style-type: none"> <li>• Biographies</li> </ul>	<ul style="list-style-type: none"> <li>• Researching Queen Elizabeth II</li> </ul>	<ul style="list-style-type: none"> <li>• Rein act battle of Hastings.</li> </ul>
Romans		<ul style="list-style-type: none"> <li>• Comparing life of rich and poor Romans</li> <li>• Job applications</li> </ul>	<ul style="list-style-type: none"> <li>• Researching Romans</li> </ul>	<ul style="list-style-type: none"> <li>• sharing information they have found to rest of group</li> </ul>
Volcanoes		<ul style="list-style-type: none"> <li>• Impact of eruptions on people's lives</li> </ul>		