

Year 4 Long Term Literacy Plan

Purple = ongoing objectives

NB: Unit coverage is subject to change as the catch up of curriculum objectives progresses and planning is developed further

Spoken Language	Reading – Word Reading	Reading – Comprehension	Writing - composition	Writing – Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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. 	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> 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 (<i>Playscripts looked at through the Year 3 and 4 Play</i>) discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> 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 <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"> 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 <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 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] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 indicating possession by using the possessive apostrophe with plural nouns Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] The grammatical difference between plural and possessive – s (NB also in Spelling – see spelling planning) 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 commas: <i>The conductor shouted, "Sit down!"</i>] 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>) Use of paragraphs to organise ideas around a theme <p>Terminology for Pupils (Statutory)</p> <ul style="list-style-type: none"> determiner pronoun, possessive pronoun adverbial <hr/> <p>Writing - Transcription (Handwriting)</p> <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 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].

Unit/Term	Text link	Extended writing opportunities <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Swamp poem Swamp monster rap Layers of the rainforest 	<ul style="list-style-type: none"> 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>) 	<ul style="list-style-type: none"> □ 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. 	<ul style="list-style-type: none"> recognising some different forms of poetry [for example, free verse, narrative poetry] 	Performing poems
	Non-fiction (rainforest) Kapok Tree.	<ul style="list-style-type: none"> Gorilla information text. Kapok Tree Rainforest layers information text (Big Write) Diary entry Balanced argument 	<ul style="list-style-type: none"> 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>) 	<ul style="list-style-type: none"> organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these retrieve and record information from non-fiction <p><i>Features of non-fiction texts</i></p> <ul style="list-style-type: none"> <i>Index</i> <i>Glossary</i> <i>Captions</i> <i>Contents</i> <i>Headings and Sub-Headings</i> <i>Blurb</i> <i>Facts</i> <p><i>Comparing texts based on layout, author viewpoint, technical vocabulary, fonts used</i></p>	
Autumn 2	Fairy Stories Alice in Wonderland – Fairy story		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 (English Appendix 2) organising paragraphs around a theme 	<ul style="list-style-type: none"> 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 	

			<ul style="list-style-type: none"> commas: <i>The conductor shouted, "Sit down!"</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>) Use of paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 		
Spring 1	Friend or Foe Michael Morpurgo WWII	<ul style="list-style-type: none"> Diary extract Letter Setting description Story 	<ul style="list-style-type: none"> 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 commas: <i>The conductor shouted, "Sit down!"</i>] Use of paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> asking questions to improve their understanding of a text checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 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 	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
	Longest Day WWII	<ul style="list-style-type: none"> Newspaper report Recount 	<ul style="list-style-type: none"> 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 commas: <i>The conductor shouted, "Sit down!"</i>] 	<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 		
Spring 2	Stories from other cultures	<ul style="list-style-type: none"> Culture Technical vocabulary Morals and appropriate endings Viewpoint Dialogue and character reactions to an event Action opens Big 	<ul style="list-style-type: none"> 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 commas: <i>The conductor shouted, "Sit down!"</i>] 	plan their writing by: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books discussing words and phrases that capture the 	

			<ul style="list-style-type: none"> 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>) Use of paragraphs to organise ideas around a theme using fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] using commas after fronted adverbials 	<p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> 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 <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>reader's interest and imagination</p> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> 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 how language, structure, and presentation contribute to meaning 	
Summer 1	Stories with Moral Dilemmas	<ul style="list-style-type: none"> Actions Options Consequences Thoughts and feelings Morals Questioning the reader Conditional tense 	<ul style="list-style-type: none"> 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 indicating possession by using the possessive apostrophe with plural nouns Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] using and punctuating direct speech - use of inverted commas and other punctuation to indicate direct speech [for example, a 	<p>plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest and imagination <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, 	

			<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"> Use of paragraphs to organise ideas around a theme <p>Terminology for Pupils (Statutory)</p> <ul style="list-style-type: none"> determiner pronoun, possessive pronoun adverbial 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> 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 <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>and justifying inferences with evidence</p> <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning 	
Summer 2	Poetry	<ul style="list-style-type: none"> Alliterative poem Narrative poem Shape poem 	<ul style="list-style-type: none"> 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>) 	<ul style="list-style-type: none"> 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 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, <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"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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] 	

	Book based unit. 'Goodnight Mister Tom.'	<ul style="list-style-type: none"> • Character description • Diary extract • Letter • Setting description. 	<ul style="list-style-type: none"> • 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 • indicating possession by using the possessive apostrophe with plural nouns • 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 commas: <i>The conductor shouted, "Sit down!"</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>) • Use of paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> • 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 • organising paragraphs around a theme • 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 <p><input type="checkbox"/> proof-read for spelling and punctuation errors</p>	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • asking questions to improve their understanding of a text • 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 • 	
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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"> • Letter writing to chief (deforestation) • Comparing life in Rainforest to Brighthouse • Report on life in the Rainforest • 		<ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • consider and evaluate different viewpoints, attending to and building on the contributions of others
Monarchs		<ul style="list-style-type: none"> • Biographies 	<ul style="list-style-type: none"> • Researching Queen Elizabeth II 	<ul style="list-style-type: none"> • Rein act battle of Hastings.
Romans		<ul style="list-style-type: none"> • Comparing life of rich and poor Romans • Job applications 	<ul style="list-style-type: none"> • Researching Romans 	<ul style="list-style-type: none"> • sharing information they have found to rest of group
Volcanoes		<ul style="list-style-type: none"> • Impact of eruptions on people's lives 		