

Brackenwood Junior School

English

Long Term Plan

Y4

2023/24

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| **Autumn 1**  **Text – Journey to Jo’Burg by Beverley Naidoo** | | | | | | | | | | |
|  | **Week 1** | **Week 2** | | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | **Week 7** | |
| Extended Writing  Genre | Black History Text  Journey to Jo’Burg by Beveley Naidoo  **Genre - Non-Chronological Report** | | | Black History Text  Journey to Jo’Burg by Beveley Naidoo  **Genre - Diary Entry** | | | Black History Text  Journey to Jo’Burg by Beveley Naidoo  **Genre - Newspaper about the Apartheid** | | | |
| Spelling  Focus  Teaching | **Prefix ‘super’**  (natural, supernatural) | **Prefix ‘sub’**  (divide, subdivide) | | **Prefix ‘inter’** (city, intercity) | **Prefix ‘anti’**  (clockwise, anticlockwise) | | **Prefix ‘auto’**  (biography, autobiography) | **Prefix ‘non’**  (sense, nonsense) | **Prefix ‘in’**  (visible, invisible) | |
| Grammar/ punctuation  Focus Teaching | **Year 4 Grammar**  Heading and subheading to aid presentation  Use paragraphs to organise ideas around a theme  Use of capital letters, full stops, questions marks exclamation | **Genre Related Grammar - Non-chronological Report**  **Language Features:**  Chronological Order  Factual information  Present Tense  Technical Vocabulary - Explain in the glossary  Third person  Formal tone  **Structural Features:**  Topic Title  Introductory Paragraph  Main Body - Paragraphs (Information organised into categories.  Bullet Point  Photo  Glossary | | **Year 4 Grammar**  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | **Genre Related Grammar - Diary Entry**  **Language Features:**  Past tense  First person pronouns  Informal Tone  Colloquial Language  Emotive Language  Thought and feelings  Opinions as well as facts  Time conjunctions  **Structural Features:**  Date  Dear Diary,  Paragraphs  Sign Off | | **Year 4 Grammar**  Use inverted commas and other punctuation to indicate direct speech (eg.a comma after the reporting clauses, end punctuation inside inverted commas)  Apostrophes to mark plural possession (eg, the girl’s name) | **Genre Related Grammar - Newspaper**  **Language Features:**  5W’s - Introduction  Details of main events in chronological Order  Third person  Past tense  Direct and reported speech  Formal Tone  Rhetorical Question  **Structural Features:**  Newspaper Name  Headline  Subtitle  Reporters Name  Introductory Paragraph - 5W’s  Pictures with captions  Conclusion - What might happen next. | | |
| Reading Spine - class read | Reading Spine - Complexity of the Narrator  Journey to Jo’Burg by Beveley Naidoo | | | | | | | | | |
| Reading Comprehension Focus  2 week cycle | **Weeks 1 and 2**  Festivals  Appleby Horse Fair  Retrieval  SIIVV  Bees  The Uses of Honey  Vocabulary  RRRIS  Female Scientists  Sau Lan Wu  Vocabulary  RISSR | | **Weeks 3 and 4**  Science Fiction  Trash Compactor  Summary  RVRIR  Music History  The Violin  Inference  RVVRE  Science Fiction  The Elevator  Inference  VRSVR | | | **Weeks 5 and 6**  Madagascar  Wildlife  Retrieval  VSVIS  Plastic Pollution  R Is For...  Explanation  RVVRS  The Ocean Depths  Legends of the Deep  Summary  RVVRI | | | | **Week 7**  The Vikings  Riding The Waves Vocabulary  RIRIS  India  Culture in India  Vocabulary  RRSIR |

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| Autumn 2  Text - Beowulf by Usborne Reading | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended Writing  Genre | Beowulf by Usborne Reading  **Genre - Character Description** | | Beowulf by Usborne Reading  **Genre - Narrative - Myth** | | | Beowulf by Usborne Reading  **Genre - Playscript** | |
| Spelling  Focus  Teaching | **Prefix ‘im’** (perfect, imperfect) | **Prefix ‘im’**  (mature, immature) | **Prefix ’de’** (deflate, demist) | **Prefix ‘re’**  (redo, refresh) | **Suffixes begin with a vowel** (begin, beginner) | **Suffixes begin with a vowel** (garden, gardener) | **Suffix – ation** (inform, information) |
| Grammar/ punctuation  Focus Teaching | **Year 4 Grammar**  Understand pronouns, verb nouns, adjectives  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg, the teachers expanded to: the strict Maths teacher with curly hair) | **Genre Related Grammar - Character Description**  **Language Features:**  Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole  **Structural Features:**  Paragraphs | **Year 4 Grammar**  Fronted adverbials (Eg, later that day, I heard the bad news)  Use commas after fronted adverbials | **Genre Related Grammar - Narrative - Myth**  **Language Features:**  Adjectives to help reader visualise the story  Verbs and adjectives to help the reader feel tension throughout the story.  Adverbials  Dialogue  **Structural Features:**  Opening - Set the scene  Introduce Characters  Build Up  Dilemma  Resolution  Ending  Reflections and future plans | | **Year 4 Grammar**  Standard English forms for verb inflections instead of local spoken forms (Eg, we were instead of we was.  Correct choice of consistent use of present or past tense throughout writing | **Genre Related Grammar - Playscript**  **Language Features:**  Written dialogue without speech marks/inverted commas.  Stage direction in brackets  Character direction  **Structural Features:**  Cast List  Props and Costume List  Use a narrator  Character/Speakers name on the left  Structure play using scenes |
| Reading Spine - class read | Reading Spine - Resistant Text  Beowulf by Michael Morpurgo | | | | | | |
| Reading Comprehension Focus  2 week cycle | **Weeks 1 and 2**  Music History  Western Classical Music  Retrieval  IVSVE  Battles  Battle of Agincourt  Vocabulary  RSRRS  Rivers  Flooding The Nile  Vocabulary  IRRSE | | **Weeks 3 and 4**  Bullying  What is Bullying? Retrieval  SVVIS  Bullying  What Can You Do?  Summary  RVRII  Famous Authors  J.R.R Tolkien  Summary  IIVRR | | **Weeks 5 and 6**  Madagascar Madagascar  Vocabulary  RRISI  Bullying  Excluded  Inference  RVRRS  Potions  Sister Eradicator  Inference  RVSRP | | **Week 7**  Christmas  The Little Match Girl  Vocabulary  RESI  Christmas  Rudolph Summary  IRVIR  Christmas  Christmas Trees Retrieval  IEVS |

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| Spring 1  Text – Escape from Pompeii by Christina Balit | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | | **Week 4** | **Week 5** | **Week 6** |
| Extended Writing  Genre | Escape from Pompeii by Christina Balit  **Genre - Setting Description** | | Escape from Pompeii by Christina Balit  **Genre - Narrative - Recount** | | | Escape from Pompeii by Christina Balit  **Genre - Explanation Text - How volcanoes Erupt** | |
| Spelling  Focus Teaching | **Words ending –ous**  (fabulous, tremendous) | **Suffix – ous**  (danger, dangerous) | **Suffix – ous**  (fame, famous) | | **Plural possessive apostrophe**  (girls’, boys’) | **Plural possessive apostrophe**  (people’s children’s) | **Words ending –sion**  (confuse, confusion) |
| Grammar/ punctuation  Focus Teaching | **Year 4 Grammar**  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg, the teachers expanded to: the strict Maths teacher with curly hair)  Regular plural noun suffixes -s or -es (eg, dog, dogs; wish, wishes) | **Genre Related Grammar - Setting Description**  **Language Features:**  Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole  **Structural Features:**  Paragraphs | **Year 4 Grammar**  Fronted adverbials (Eg, later that day, I heard the bad news)  Use commas after fronted adverbials  Correct choice of consistent use of present or past tense throughout writing | | **Genre Related Grammar - Narrative - recount**  **Language Features:**  Past tense  First or third person  Technical Vocabulary  Time conjunctions  Dialogue  **Structural Features:**  Opening - 5W’s  Build Up  Dilemma  Resolution  Concluding paragraph  Reflections and future plans | **Year 4 Grammar**  Use correct determiner ‘a’ or ‘an’ depending on whether the following word begins with a vowel or a consonant (Eg, a rock, an open box)  Word families based on common words and identify how they’re related in meaning and form (eg, solve, solution, dissolve) | **Genre Related Grammar - Explanation Text**  **Language Features:**  Chronological Order  Third person  Present tense  Causal Conjunctions  Technical Vocabulary  Formal Tone  **Structural Features:**  Opening statement to introduce the topic  Paragraphs organised around a series of events  Diagrams |
| Reading Spine - class read | Reading Spine - Complexity of Plot  Who let the Gods Out? By Maz Evans | | | | | | |
| Reading Comprehension Focus  2 week cycle | **Weeks 1 and 2**  Music History  Wolfgang Amadeus Mozart  Vocabulary  RRISP  Female Scientists  Marie Curie  Retrieval  SVVSS  Iceland  Famous Icelandic People  Retrieval  SVIVE | | | **Weeks 3 and 4**  Plastic Pollution  The Journey  Inference  VVERS  Potions  Hubble Bubble  Inference  VPSRR  Iceland  Lyngbakur  Summary  EVVIR | | **Weeks 5 and 6**  The Ocean Depths  Daredevil Divers  Vocabulary  ISSRI  Science Fiction  Submariner  Retrieval  SIVSV  The Vikings  Viking Myths  Retrieval  SVSEI | |

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| Spring 2  Text - Who let the Gods out? By Maz Evans | | | | | | | | | |
|  | **Week 1** | | **Week 2** | **Week 3** | | **Week 4** | | | **Week 5** |
| Extended Writing  Genre | Who let the Gods out? By Maz Evans  **Genre - Greek Myth** | | | Who let the Gods out? By Maz Evans  **Genre - Newspaper Report** | | | | | Who let the Gods out? By Maz Evans  **Genre - Non-chronological Report** |
| Spelling  Focus Teaching | **Words ending in –ssion**  (permit, permission) | | **Words ending in –cian**  (electric, electrician) | **Words ending in –tion**  (relate, relation) | | **Words ending in –ous**  (vary, various) | | | **Words ending in –sion**  (divide, division) |
| Grammar/ punctuation  Focus Teaching | **Year 4 Grammar**  Expressing time, place and cause using:  -conjunctions (eg. when, before, after, while, so because)  -adverbs (eg, then, next, soon, therefore)  -prepositions (eg. before, after, during, in, because of).  Correct choice of consistent use of present or past tense throughout writing | | **Genre Related Grammar - Narrative - Myth**  **Language Features:**  Adjectives to help reader visualise the story  Verbs and adjectives to help the reader feel tension throughout the story.  Adverbials  Dialogue  **Structural Features:**  Opening - Set the scene  Introduce Characters  Build Up  Dilemma  Resolution  Ending  Reflections and future plans | **Year 4 Grammar**  Use of the present perfect form of verbs instead of the simple past (eg, he has gone out to play *instead of* he went out to play)  Apostrophes to mark plural possession (eg, the girl’s name)  Use inverted commas and other punctuation to indicate direct speech (eg.a comma after the reporting clauses, end punctuation inside inverted commas) | | **Genre Related Grammar - Newspaper**  **Language Features:**  5W’s - Introduction  Details of main events in chronological Order  Third person  Past tense  Direct and reported speech  Formal Tone  Rhetorical Question  **Structural Features:**  Newspaper Name  Headline  Subtitle  Reporters Name  Introductory Paragraph - 5W’s  Pictures with captions  Conclusion - What might happen next. | | | **Genre Related Grammar - Non-chronological Report**  **Language Features:**  Chronological Order  Factual information  Present Tense  Technical Vocabulary - Explain in the glossary  Third person  Formal tone  **Structural Features:**  Topic Title  Introductory Paragraph  Main Body - Paragraphs (Information organised into categories.  Bullet Point  Photo  Glossary |
| Reading Spine - class read | Reading Spine - Complexity of Plot  Who let the Gods Out? By Maz Evans | | | | | | | | |
| Reading Comprehension Focus | Famous Authors  A.A. Milne Retrieval  SVIVS  Famous Authors  Children’s Classics Retrieval  SIVVP | Battles  Battle of HASTINGS  Summary  RRVVI  British Inventions  Inventions That Changed The World  Inference  RVSRV | | | Female Scientists  Jane Cooke Wright Vocabulary  IRRSI  Female Scientists  Mae C. Jemison Summary  IIRRV | | Music History  All That Jazz!  Vocabulary  ESRSR  Deep Sea Creatures  Cephalopods  Vocabulary  RRSSR | History of Literature  Children’s Classics  Retrieval  SIVVP  Famous Authors  Enid Blyton  Retrieval  IVSVV | |

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| Summer 1  Text – Gorilla by Anthony Brown | | | | | | | |
|  | **Week 1** | **Week 2** | | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended Writing  Genre | Gorilla by Anthony Brown  **Genre - Persuasive Letter, asking dad for a gorilla.** | | | Gorilla by Anthony Brown  **Genre - Biography -Dian Fossey or Kira Salak** | | Gorilla by Anthony Brown  **Genre - Balanced Argument - Should gorillas be kept in captivity?** | |
| Spelling  Focus  Teaching | **Words ending in –sion** (expand, expansion) | **Words with the ‘k’ sound spelt ‘que’**  (unique) | | **Words with the ‘s’ sound spelt ‘sc’**  (science, scene) | **Words ending ‘ture’**  (creature, furniture) | **Words ending ‘er’**  (teacher, stretcher) | **Words with the ‘k’ sound spelt ‘ch’**  (scheme, chorus) |
| Grammar/ punctuation  Focus Teaching | **Year 4 Grammar**  Apostrophes to mark where letters are missing in spelling (do not = don’t) and mark singular possession in nouns (eg, the girl’s name)  Identify root word suffixes -er,-est in adjectives (eg, happier and happiest) and the use of -ly in turning adjectives to adverbs (happy-happily) | **Genre Related Grammar - Persuasive Letter**  **Language Features:**  Past tense  First person pronouns  Informal Tone  Colloquial Language  Emotive Language  Thought and feelings  Opinions as well as facts  Time conjunctions  Rhetorical Questions  Exaggeration  **Structural Features:**  Sender and recipient's address  Date  Opening Sentence - Why are you writing - Hook the reader.  Introductions  Paragraphs - Each point/reason for writing, in one paragraph.  Conclusion - Summarising main points and re-iterating  Sign Off | | **Year 4 Grammar**  Use progressive form of verbs in the present and past tense (Eg, ‘she is drumming’, ‘he was shouting’  Heading and subheading to aid presentation  Use paragraphs to organise ideas around a theme  Use of capital letters, full stops, questions marks exclamation | **Genre Related Grammar - Biography**  **Language Features:**  Past tense  Third person pronouns  Time adverbials  Factual information  **Structural Features:**  Opening statement  Paragraphs - Main events in a person's life  Main influences in a person's life.  Closing paragraph - How will he/she be remembered - Future work. | **Year 4 Grammar**  Subordination (using when, if, that, because) and coordination (using or, and, but)  Types of sentences and how to identify them:  Statements  Commands  Questions  Exclamations | **Genre Related Grammar - Balanced Argument**  **Language Features:**  Present Tense  Third person  Formal Tone  Abstract Nouns - Truth, fairness, belief  Modal Verbs - Could, must, can, will.  Conjunctions for cause and effect - Even though, as a result, consequently, hence, therefore.  **Structural Features:**  Topic/Title  Introductory Paragraph - GIve brief idea of both sides of the argument.  Paragraphs - Each point supported by evidence and extra information. |
| Reading Spine - class read | Reading Spine - Archaic Text  The Velveteen Rabbit by CS Lewis | | | | | | |
| Reading Comprehension Focus  2 week cycle | **Weeks 1 and 2**  Modern Myths  Heracles  Inference  VPRV  Ancient Greece  The Troy Ploy  Inference  VSVRR  Stories with a past  Three Little Pigs  Vocabulary  PIRE | | **Weeks 3 and 4**  Volcanoes  Volcanoes of the World  Summary  IVRVR  Battles  Weapons Through Time  Summary  SVVSS  The Human Body  Your Brain and You  Retrieval  IVSIS | | | **Weeks 5 and 6**  Bullying  A Broken Friendship  Inference  VPPVR  Madagascar  The Pig And The Chameleon  Inference  RRVRS  Bees  Save the Bees  Summary  VVRRII | |

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| **Summer 2**  **Text - Leon and the place between me by Grahame Baker Smith and Angela McCallister** | | | | | | | | | | |
|  | **Week 1** | **Week 2** | | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | **Week 7** | |
| Extended Writing  Genre | Leon and the place between me by Grahame Baker Smith and Angela McCallister  **Genre - Narrative - Next chapter** | | | | Leon and the place between me by Grahame Baker Smith and Angela McCallister  **Genre Instructions - How to perform a magic trick.** | | | Leon and the place between me by Grahame Baker Smith and Angela McCallister  **Genre - Poetry** | | |
| Spelling  Focus  Teaching | **Words with the ‘g’ sound spelt ‘gue’** (tongue, league) | **Homophones/ Near Homophones long o** (groan, grown) | | **Homophones/ Near Homophones long i**  (site, sight) | **Homophones/ Near Homophones** (meddle, medal) | | **Homophones/ Near Homophones**  (fair, fare) | **Irregular past tense ‘d’ to ‘t’**  (bend, bent) | **Irregular past tense ‘eep’ to ‘ept’**  (keep, kept) | |
| Grammar/ punctuation  Focus Teaching | **Year 4 Grammar**  Expressing time, place and cause using:  -conjunctions (eg. when, before, after, while, so because)  -adverbs (eg, then, next, soon, therefore)  -prepositions (eg. before, after, during, in, because of). | **Genre Related Grammar - Narrative**  **Language Features:**  Adjectives to help reader visualise the story  Verbs and adjectives to help the reader feel tensions throughout the story.  Dialogue  **Structural Features:**  Opening - Set the scene  Introduce Characters  Build Up  Dilemma  Resolution  Ending  Reflections and future plans | | | **Year 4 Grammar**  Commas to separate items in a list  Types of sentences and how to identify them:  Statements  Commands  Questions  Exclamations  Identify root words suffixes that can be added to verbs (eg, helping, helped, helper) | | **Genre Related Grammar -Instructions**  **Language Features:**  Chronological Order  Imperative verbs  Adverbs  Technical Vocabulary  Formal Tone  **Structural Features:**  Title  Subheadings  Opening sentence  Clear list of equipment  Bullet Points - Method in simple steps  Diagrams  Closing Statement | **Year 4 Grammar**  Formation of nouns using a range of prefixes (eg, super-anti-auto) | **Genre Related Grammar - Poetry**  **Language Features:**  Alliteration  Figurative language Similes  Metaphors Personification  Imagery  Pattern  Onomatopoeia  Rhyme  Rhythm  Verse  **Structural Features:**  Written in verses  Each line starts with a capital letter  A comma at the end of each line | |
| Reading Spine - class read | Reading Spine - Archaic Text  The Velveteen Rabbit by CS Lewis | | | | | | | | | |
| Reading Comprehension Focus  2 week cycle | **Weeks 1 and 2**  United States of America  The Raven and the Crow  Inference  VRSVS  Rivers  River Talk  Inference  RSVSVV  The Ocean Depths  The Mariana Trench  Retrieval  SVIVS | | **Weeks 3 and 4**  India  Worldwide Influence  Vocabulary  RERIR  The Vikings  Vikings in Britain  Summary  RRVIR  Potions  Snow White  Summary  RIVRR | | | **Weeks 5 and 6**  Festivals  Religious Festivals  Retrieval  SVVSI  Bees  Inside the Hive  Inference  VVRRP  Plastic Pollution  The Litter Picker  Inference  VVRSE | | | | **Week 7**  Iceland  Icelandic Culture  Vocabulary  RRSRI  Madagascar  Lemurs  Vocabulary  RSRRR |