

 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 WritingGenre | Black History TextJourney to Jo’Burg by Beveley Naidoo **Genre - Non-Chronological Report**  | Black History TextJourney to Jo’Burg by Beveley Naidoo **Genre - Diary Entry** | Black History TextJourney to Jo’Burg by Beveley Naidoo **Genre - Newspaper about the Apartheid** |
| SpellingFocusTeaching | **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/ punctuationFocus Teaching | **Year 4 Grammar**Heading and subheading to aid presentationUse paragraphs to organise ideas around a themeUse of capital letters, full stops, questions marks exclamation | **Genre Related Grammar - Non-chronological Report** **Language Features:**Chronological OrderFactual informationPresent Tense Technical Vocabulary - Explain in the glossaryThird personFormal tone **Structural Features:**Topic TitleIntroductory ParagraphMain Body - Paragraphs (Information organised into categories. Bullet PointPhotoGlossary | **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 tenseFirst person pronounsInformal ToneColloquial LanguageEmotive LanguageThought and feelingsOpinions as well as factsTime conjunctions**Structural Features:**DateDear Diary,ParagraphsSign 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 - IntroductionDetails of main events in chronological OrderThird personPast tenseDirect and reported speechFormal ToneRhetorical Question **Structural Features:**Newspaper NameHeadlineSubtitleReporters NameIntroductory Paragraph - 5W’sPictures with captionsConclusion - What might happen next. |
| Reading Spine - class read | Reading Spine - Complexity of the NarratorJourney to Jo’Burg by Beveley Naidoo |
| Reading Comprehension Focus 2 week cycle | **Weeks 1 and 2**FestivalsAppleby Horse FairRetrievalSIIVVBeesThe Uses of HoneyVocabularyRRRISFemale ScientistsSau Lan WuVocabularyRISSR | **Weeks 3 and 4**Science FictionTrash CompactorSummaryRVRIRMusic HistoryThe ViolinInferenceRVVREScience FictionThe ElevatorInferenceVRSVR | **Weeks 5 and 6**MadagascarWildlifeRetrievalVSVISPlastic PollutionR Is For...ExplanationRVVRSThe Ocean DepthsLegends of the DeepSummaryRVVRI | **Week 7**The VikingsRiding The Waves VocabularyRIRISIndiaCulture in IndiaVocabularyRRSIR |

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| Autumn 2Text - Beowulf by Usborne Reading  |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | Beowulf by Usborne Reading **Genre - Character Description**  | Beowulf by Usborne Reading **Genre - Narrative - Myth** | Beowulf by Usborne Reading **Genre - Playscript** |
| SpellingFocusTeaching | **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/ punctuationFocus Teaching | **Year 4 Grammar**Understand pronouns, verb nouns, adjectivesNoun 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 storyVerbs and adjectives to help the reader feel tension throughout the story.Adverbials Dialogue**Structural Features:**Opening - Set the sceneIntroduce CharactersBuild UpDilemmaResolutionEnding 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 bracketsCharacter direction **Structural Features:**Cast ListProps and Costume ListUse a narratorCharacter/Speakers name on the leftStructure play using scenes |
| Reading Spine - class read | Reading Spine - Resistant TextBeowulf by Michael Morpurgo |
| Reading Comprehension Focus2 week cycle | **Weeks 1 and 2**Music HistoryWestern Classical MusicRetrievalIVSVEBattlesBattle of AgincourtVocabularyRSRRSRiversFlooding The NileVocabularyIRRSE | **Weeks 3 and 4**BullyingWhat is Bullying? Retrieval SVVISBullyingWhat Can You Do? Summary RVRIIFamous AuthorsJ.R.R TolkienSummaryIIVRR | **Weeks 5 and 6**Madagascar MadagascarVocabularyRRISIBullyingExcluded Inference RVRRSPotionsSister EradicatorInferenceRVSRP | **Week 7**ChristmasThe Little Match Girl Vocabulary RESIChristmasRudolph Summary IRVIRChristmasChristmas Trees Retrieval IEVS |

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| Spring 1Text – Escape from Pompeii by Christina Balit |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | 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** |
| SpellingFocus 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/ punctuationFocus 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 adverbialsCorrect choice of consistent use of present or past tense throughout writing | **Genre Related Grammar - Narrative - recount****Language Features:**Past tenseFirst or third personTechnical VocabularyTime conjunctionsDialogue**Structural Features:**Opening - 5W’sBuild UpDilemmaResolutionConcluding 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 OrderThird personPresent tenseCausal ConjunctionsTechnical VocabularyFormal Tone**Structural Features:**Opening statement to introduce the topicParagraphs organised around a series of eventsDiagrams |
| Reading Spine - class read | Reading Spine - Complexity of Plot Who let the Gods Out? By Maz Evans |
| Reading Comprehension Focus2 week cycle | **Weeks 1 and 2**Music HistoryWolfgang Amadeus MozartVocabularyRRISPFemale ScientistsMarie CurieRetrievalSVVSSIcelandFamous Icelandic PeopleRetrievalSVIVE | **Weeks 3 and 4**Plastic PollutionThe JourneyInferenceVVERSPotionsHubble BubbleInferenceVPSRRIcelandLyngbakurSummaryEVVIR | **Weeks 5 and 6**The Ocean DepthsDaredevil DiversVocabularyISSRIScience FictionSubmarinerRetrievalSIVSVThe VikingsViking MythsRetrievalSVSEI |

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| Spring 2Text - Who let the Gods out? By Maz Evans |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended WritingGenre | 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** |
| SpellingFocus 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/ punctuationFocus 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 storyVerbs and adjectives to help the reader feel tension throughout the story.Adverbials Dialogue**Structural Features:**Opening - Set the sceneIntroduce CharactersBuild UpDilemmaResolutionEnding 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 - IntroductionDetails of main events in chronological OrderThird personPast tenseDirect and reported speechFormal ToneRhetorical Question **Structural Features:**Newspaper NameHeadlineSubtitleReporters NameIntroductory Paragraph - 5W’sPictures with captionsConclusion - What might happen next. | **Genre Related Grammar - Non-chronological Report** **Language Features:**Chronological OrderFactual informationPresent Tense Technical Vocabulary - Explain in the glossaryThird personFormal tone **Structural Features:**Topic TitleIntroductory ParagraphMain Body - Paragraphs (Information organised into categories. Bullet PointPhotoGlossary |
| Reading Spine - class read | Reading Spine - Complexity of Plot Who let the Gods Out? By Maz Evans |
| Reading Comprehension Focus | Famous AuthorsA.A. Milne Retrieval SVIVSFamous AuthorsChildren’s Classics Retrieval SIVVP | BattlesBattle of HASTINGSSummaryRRVVIBritish InventionsInventions That Changed The WorldInferenceRVSRV | Female ScientistsJane Cooke Wright Vocabulary IRRSIFemale ScientistsMae C. Jemison Summary IIRRV | Music HistoryAll That Jazz!VocabularyESRSRDeep Sea CreaturesCephalopodsVocabularyRRSSR | History of LiteratureChildren’s ClassicsRetrievalSIVVPFamous AuthorsEnid BlytonRetrievalIVSVV |

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| Summer 1Text – Gorilla by Anthony Brown  |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | 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?** |
| SpellingFocusTeaching | **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/ punctuationFocus 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 tenseFirst person pronounsInformal ToneColloquial LanguageEmotive LanguageThought and feelingsOpinions as well as factsTime conjunctionsRhetorical QuestionsExaggeration**Structural Features:**Sender and recipient's addressDate Opening Sentence - Why are you writing - Hook the reader. IntroductionsParagraphs - Each point/reason for writing, in one paragraph.Conclusion - Summarising main points and re-iteratingSign 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 presentationUse paragraphs to organise ideas around a themeUse of capital letters, full stops, questions marks exclamation | **Genre Related Grammar - Biography** **Language Features:**Past tenseThird person pronounsTime adverbialsFactual information **Structural Features:**Opening statementParagraphs - Main events in a person's lifeMain 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:StatementsCommandsQuestionsExclamations | **Genre Related Grammar - Balanced Argument****Language Features:**Present TenseThird personFormal ToneAbstract Nouns - Truth, fairness, beliefModal Verbs - Could, must, can, will.Conjunctions for cause and effect - Even though, as a result, consequently, hence, therefore. **Structural Features:**Topic/TitleIntroductory 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 TextThe Velveteen Rabbit by CS Lewis |
| Reading Comprehension Focus2 week cycle | **Weeks 1 and 2**Modern Myths HeraclesInferenceVPRVAncient GreeceThe Troy PloyInferenceVSVRRStories with a pastThree Little PigsVocabularyPIRE | **Weeks 3 and 4**VolcanoesVolcanoes of the WorldSummaryIVRVRBattlesWeapons Through TimeSummarySVVSSThe Human BodyYour Brain and YouRetrievalIVSIS | **Weeks 5 and 6**BullyingA Broken FriendshipInferenceVPPVRMadagascarThe Pig And The ChameleonInferenceRRVRSBeesSave the BeesSummaryVVRRII |

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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 WritingGenre | 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** |
| SpellingFocusTeaching | **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/ punctuationFocus 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 storyVerbs and adjectives to help the reader feel tensions throughout the story.Dialogue**Structural Features:**Opening - Set the sceneIntroduce CharactersBuild UpDilemmaResolutionEnding Reflections and future plans | **Year 4 Grammar**Commas to separate items in a listTypes of sentences and how to identify them:StatementsCommandsQuestionsExclamationsIdentify root words suffixes that can be added to verbs (eg, helping, helped, helper) | **Genre Related Grammar -Instructions** **Language Features:**Chronological Order Imperative verbs AdverbsTechnical VocabularyFormal Tone**Structural Features:**TitleSubheadingsOpening sentenceClear list of equipmentBullet Points - Method in simple stepsDiagramsClosing Statement  | **Year 4 Grammar**Formation of nouns using a range of prefixes (eg, super-anti-auto) | **Genre Related Grammar - Poetry****Language Features:**AlliterationFigurative language SimilesMetaphors PersonificationImageryPatternOnomatopoeia RhymeRhythmVerse**Structural Features:**Written in versesEach line starts with a capital letterA comma at the end of each line |
| Reading Spine - class read | Reading Spine - Archaic TextThe Velveteen Rabbit by CS Lewis |
| Reading Comprehension Focus2 week cycle | **Weeks 1 and 2**United States of AmericaThe Raven and the CrowInferenceVRSVSRiversRiver TalkInferenceRSVSVVThe Ocean DepthsThe Mariana TrenchRetrievalSVIVS | **Weeks 3 and 4**IndiaWorldwide InfluenceVocabularyRERIRThe VikingsVikings in BritainSummaryRRVIRPotionsSnow WhiteSummaryRIVRR | **Weeks 5 and 6**FestivalsReligious FestivalsRetrievalSVVSIBeesInside the HiveInferenceVVRRPPlastic PollutionThe Litter PickerInferenceVVRSE | **Week 7**IcelandIcelandic CultureVocabularyRRSRIMadagascarLemursVocabularyRSRRR  |