

Brackenwood Junior School

English

Long Term Plan

Y4

2023/24

| **Autumn 1**  **Text – Journey to Jo’Burg by Beverley Naidoo** | | | | | | | | | | | | |
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|  | **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 - Diary Entry** | | | | Black History Text  Journey to Jo’Burg by Beveley Naidoo  **Genre – Persuasive letter** | | | | 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**  Capital letters, full stops, question marks, commas in a list  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  Subordinating and coordinating conjunctions  Fronted adverbials | | **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**  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | | **Genre Related Grammar – Persuasive Letter**  **Language Features:**  Rule of three  Emotive language  Exaggeration  Facts and opinions  First person  Present tense  **Structural Features:**  Date  Recipient’s and author’s addresses  Greeting  Introduction  Paragraphs  Conclusion  Signature | | **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 |  |  | |  | |  | |  | |  | |  |

| Autumn 2  Text - Arthur and the Golden Rope by Joe Todd-Stanton | | | | | | | | | |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | | **Week 8** |
| Extended Writing  Genre | MAT Health & Well-being  **Genre – Non-chronological report** | | Arthur and the Golden Rope  **Genre – Playscript** | | Arthur and the Golden Rope  **Genre - Character Description** | | Arthur and the Golden Rope  **Genre - Narrative - Myth** | | |
| 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**  **Write for a range of purposes and audiences**  **Use of paragraphs to organise ideas**  **Use prepositions and adverbs to express time, place and cause** | **Genre Related Grammar – Explanation text**  **Language Features:**  Non-chronological order  Conjunctions  Formal tone  Present tense  Factual information  Technical language  Third person  **Structural Features:**  Heading  Subheadings  Paragraphs  Glossary  Picture with caption | **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 - 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 | **Year 4 Grammar**  Fronted adverbials (Eg, later that day, I heard the bad news)  Use commas after fronted adverbials | **Genre Related Grammar - Character Description**  **Language Features:**  Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole  **Structural Features:**  Paragraphs | **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 - 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 | |
| Reading Spine - class read | Reading Spine – Complexity of Plot  Arthur and the Golden Rope by Joe Todd-Stanton | | | | | | | | |
| Reading Comprehension Focus |  |  |  |  |  |  |  | | |

| Spring 1  Text – Escape from Pompeii by Christina Balit | | | | | | | |
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|  | **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 – Narratively complex/Starbooks  Max and the Millions by Ross Montgomery | | | | | | |
| Reading Comprehension Focus |  |  | |  |  |  |  |

| Spring 2 | | | | | |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended Writing  Genre | World Book Day  **Genre – Biography about favourite author** | | MAT Environment Writing  **Genre – Informative leaflet about recycling** | | |
| Spelling  Focus  Teaching | **Prefix –in** | **Prefix- il** | **Prefix- ir** | **Prefix- mis** | **Prefix -un** |
| Grammar/  punctuation  Focus Teaching | **Year 4 Grammar**  Capital letter, full stops questions, exclamations  Commas in a list  Apostrophes to mark where letters are missing in spelling (do not = don’t) and mark singular possession in nouns (eg, the girl’s name) | **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**  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 – Information leaflet**  **Language Features:**  Factual information  Formal tone  Fronted adverbials  **Structural Features:**  Heading  Subheadings  Pictures with captions | |
| Reading Comprehension |  |  |  |  |  |
| Reading Spine - class read | Reading Spine – Narratively complex/Starbooks  Max and the Millions by Ross Montgomery | | | | |

| Summer 1  Text – Gorilla by Anthony Brown | | | | | | | | | |
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|  | **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 |  |  | |  | | |  |  |  |

| **Summer 2**  **Text - Leon and the place between me by Grahame Baker Smith and Angela McCallister** | | | | | | | | | | | | | |
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|  | **Week 1** | **Week 2** | | | **Week 3** | | **Week 4** | | **Week 5** | | **Week 6** | **Week 7** | |
| Extended Writing  Genre | **Diversity**  **Physical disabilities**  **Genre - Newspaper** | | | | 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.** | | |
| 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**  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. | | **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 | |
| Reading Spine - class read | Reading Spine - Diversity/Starbooks  I Am Not A Label by Cerrie Burnell | | | | | | | | | | | | |
| Reading Comprehension Focus |  |  | |  | |  | |  | |  | | |  |