

 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 WritingGenre | Black History TextJourney to Jo’Burg by Beveley Naidoo **Genre - Diary Entry** | Black History TextJourney to Jo’Burg by Beveley Naidoo **Genre – Persuasive letter** | 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**Capital letters, full stops, question marks, commas in a listAppropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetitionSubordinating and coordinating conjunctionsFronted adverbials | **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**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 threeEmotive languageExaggerationFacts and opinionsFirst personPresent tense**Structural Features:**DateRecipient’s and author’s addressesGreetingIntroductionParagraphsConclusionSignature | **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  |  |  |  |  |  |  |  |

| Autumn 2Text - 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 WritingGenre | 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** |
| 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****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 orderConjunctionsFormal tonePresent tenseFactual informationTechnical languageThird person**Structural Features:**HeadingSubheadingsParagraphsGlossaryPicture with caption | **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 - 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 | **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 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 |
| Reading Spine - class read | Reading Spine – Complexity of PlotArthur and the Golden Rope by Joe Todd-Stanton |
| Reading Comprehension Focus |  |  |  |  |  |  |  |

| Spring 1Text – Escape from Pompeii by Christina Balit |
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|  | **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 – Narratively complex/StarbooksMax 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 WritingGenre | World Book Day**Genre – Biography about favourite author** | MAT Environment Writing**Genre – Informative leaflet about recycling** |
| SpellingFocusTeaching | **Prefix –in** | **Prefix- il** | **Prefix- ir** | **Prefix- mis** | **Prefix -un** |
| Grammar/punctuationFocus Teaching | **Year 4 Grammar** Capital letter, full stops questions, exclamationsCommas in a listApostrophes 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 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** 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 informationFormal toneFronted adverbials**Structural Features:**HeadingSubheadingsPictures with captions  |
| Reading Comprehension  |  |  |  |  |  |
| Reading Spine - class read | Reading Spine – Narratively complex/StarbooksMax and the Millions by Ross Montgomery |

| Summer 1Text – Gorilla by Anthony Brown  |
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|  | **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 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 WritingGenre | **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.** |
| 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**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. | **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  |
| Reading Spine - class read | Reading Spine - Diversity/StarbooksI Am Not A Label by Cerrie Burnell |
| Reading Comprehension Focus |  |  |  |  |  |  |  |