



# Brackenwood Junior School

English

Long Term Plan

Y4

2022/23

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	<b>Year 4 Grammar</b>  Heading and subheading to aid presentation  Use paragraphs to organise ideas around a theme  Use of capital letters, full stops, questions marks exclamation	<b>Genre Related Grammar - Non-chronological Report</b>  <b>Language Features:</b> Chronological Order Factual information Present Tense Technical Vocabulary - Explain in the glossary Third person Formal tone  <b>Structural Features:</b> Topic Title Introductory Paragraph Main Body - Paragraphs (Information organised into categories. Bullet Point Photo Glossary	<b>Year 4 Grammar</b>  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<b>Genre Related Grammar - Diary Entry</b>  <b>Language Features:</b> Past tense First person pronouns Informal Tone Colloquial Language Emotive Language Thought and feelings Opinions as well as facts Time conjunctions  <b>Structural Features:</b> Date Dear Diary, Paragraphs Sign Off	<b>Year 4 Grammar</b>  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)	<b>Genre Related Grammar - Newspaper</b>  <b>Language Features:</b> 5W’s - Introduction Details of main events in chronological Order Third person Past tense Direct and reported speech Formal Tone Rhetorical Question  <b>Structural Features:</b> 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	Festivals Appleby Horse Fair Retrieval SIIVV  Iceland Icelandic Volcanoes Retrieval IVSSV	Bees The Uses of Honey Vocabulary RRRIS  Female Scientists Sau Lan Wu Vocabulary RISSR	Science Fiction Trash Compactor Summary RVRIR  The Maya Sacrifice Summary RVVIV	Music History The Violin Inference RVVRE  Science Fiction The Elevator Inference VRSVR	Madagascar Wildlife Retrieval VSVIS  Deep Sea Creatures Record Breakers Retrieval VVSVI	Plastic Pollution R Is For... Explanation RVVRS  The Ocean Depths Legends of the Deep Summary RVVRI	The Vikings Riding The Waves Vocabulary RIRIS  India Culture in India Vocabulary RRSIR

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	Genre Related Grammar - Character Description	Year 4 Grammar	Genre Related Grammar - Narrative - Myth		Year 4 Grammar	Genre Related Grammar - Playscript
	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)	Language Features: Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole  Structural Features: Paragraphs	Fronted adverbials (Eg, later that day, I heard the bad news)  Use commas after fronted adverbials	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		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	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	Festivals Festivals of the Dead Retrieval VSSI	Battles Battle of Agincourt Vocabulary RSRRS	Bullying What is Bullying? Retrieval SVVIS	Bullying What Can You Do? Summary RVRII	Festivals Festivals of Light Vocabulary RIRSR	Bullying Excluded Inference RVRRS	Christmas The Yule Lads (Stubby) Vocabulary SRIIS
	Music History Western Classical Music Retrieval IVSVE	Rivers Flooding The Nile Vocabulary IRRSE	Deep Sea Creatures Coral Reefs Retrieval SSSVI	Famous Authors J.R.R Tolkien Summary IIVRR	Madagascar Madagascar Vocabulary RRISI	Potions Sister Eradicator Inference RVSRP	Christmas The Little Match Girl Vocabulary RESI
							Christmas Rudolph Summary IRVIR
							Christmas Christmas Trees Retrieval IEVS
							Christmas Christmas Statistics Retrieval VISVI

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	<b>Year 4 Grammar</b>  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)	<b>Genre Related Grammar - Setting Description</b>  <b>Language Features:</b> Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole  <b>Structural Features:</b> Paragraphs	<b>Year 4 Grammar</b>  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	<b>Genre Related Grammar - Narrative - recount</b>  <b>Language Features:</b> Past tense First or third person Technical Vocabulary Time conjunctions Dialogue  <b>Structural Features:</b> Opening - 5W's Build Up Dilemma Resolution Concluding paragraph Reflections and future plans	<b>Year 4 Grammar</b>  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)	<b>Genre Related Grammar - Explanation Text</b>  <b>Language Features:</b> Chronological Order Third person Present tense Causal Conjunctions Technical Vocabulary Formal Tone  <b>Structural Features:</b> 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	Music History Wolfgang Amadeus Mozart Vocabulary RRISP  Deep Sea Creatures Cetaceans Vocabulary SRRER	Female Scientists Marie Curie Retrieval SVVSS  Iceland Famous Icelandic People Retrieval SVIVE	Plastic Pollution The Journey Inference VVERS  Potions Hubble Bubble Inference VPSRR	Iceland Lyngbakur Summary EVVIR  India The Taj Mahal Summary RVIRR	Battles Battle of Waterloo Vocabulary RRSSI  The Ocean Depths Daredevil Divers Vocabulary ISSRI	Science Fiction Submariner Retrieval SIVSV  The Vikings Viking Myths Retrieval SVSEI

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 <b>Genre - Greek Myth</b>		Who let the Gods out? By Maz Evans <b>Genre - Newspaper Report</b>		Who let the Gods out? By Maz Evans <b>Genre - Non-chronological Report</b>
Spelling Focus Teaching	<b>Words ending in -ssion</b> (permit, permission)	<b>Words ending in -cian</b> (electric, electrician)	<b>Words ending in -tion</b> (relate, relation)	<b>Words ending in -ous</b> (vary, various)	<b>Words ending in -sion</b> (divide, division)
Grammar/punctuation Focus Teaching	<b>Year 4 Grammar</b>  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	<b>Genre Related Grammar - Narrative - Myth</b>  <b>Language Features:</b> Adjectives to help reader visualise the story Verbs and adjectives to help the reader feel tension throughout the story. Adverbials Dialogue  <b>Structural Features:</b> Opening - Set the scene Introduce Characters Build Up Dilemma Resolution Ending Reflections and future plans	<b>Year 4 Grammar</b>  Use of the present perfect form of verbs instead of the simple past (eg, he has gone out to play <i>instead of</i> 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)	<b>Genre Related Grammar - Newspaper</b>  <b>Language Features:</b> 5W's - Introduction Details of main events in chronological Order Third person Past tense Direct and reported speech Formal Tone Rhetorical Question  <b>Structural Features:</b> Newspaper Name Headline Subtitle Reporters Name Introductory Paragraph - 5W's Pictures with captions Conclusion - What might happen next.	<b>Genre Related Grammar - Non-chronological Report</b>  <b>Language Features:</b> Chronological Order Factual information Present Tense Technical Vocabulary - Explain in the glossary Third person Formal tone  <b>Structural Features:</b> 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

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	<b>Year 4 Grammar</b>  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)	<b>Genre Related Grammar - Persuasive Letter</b>  <b>Language Features:</b> Past tense First person pronouns Informal Tone Colloquial Language Emotive Language Thought and feelings Opinions as well as facts Time conjunctions Rhetorical Questions Exaggeration  <b>Structural Features:</b> 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	<b>Year 4 Grammar</b>  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	<b>Genre Related Grammar - Biography</b>  <b>Language Features:</b> Past tense Third person pronouns Time adverbials Factual information  <b>Structural Features:</b> 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.	<b>Year 4 Grammar</b>  Subordination (using when, if, that, because) and coordination (using or, and, but)  Types of sentences and how to identify them:  Statements Commands Questions Exclamations	<b>Genre Related Grammar - Balanced Argument</b>  <b>Language Features:</b> 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.  <b>Structural Features:</b> 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	Modern Myths Heracles Inference VPRV  Ancient Greece The Troy Ploy Inference VSVRR	Stories with a past Three Little Pigs Vocabulary PIRE  Ancient Rome Who were the Ancient Romans? Vocabulary SIRSE	Volcanoes Volcanoes of the World Summary IVRVR  Battles Weapons Through Time Summary SVVSS	The Human Body Your Brain and You Retrieval IVSIS  Mountains Mount Everest Retrieval SVIVS	Bullying A Broken Friendship Inference VPPVR  Madagascar The Pig And The Chameleon Inference RRVRS	Festivals Dragon Boat Festival Summary VRRII  Bees Save the Bees Summary VVRRII

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	United States of America The Raven and the Crow Inference VRSVS  Rivers River Talk Inference RSVSVV	The Ocean Depths The Mariana Trench Retrieval SVIVS  Rivers The Amazon River Retrieval SVVVS	India Worldwide Influence Vocabulary RERIR  Science Fiction The Mirror Vocabulary IRSII	The Vikings Vikings in Britain Summary RRVIR  Potions Snow White Summary RIVRR	The Maya The Maya Retrieval SSVVI  Festivals Religious Festivals Retrieval SVVSI	Bees Inside the Hive Inference VVRRP  Plastic Pollution The Litter Picker Inference VVRSE	Iceland Icelandic Culture Vocabulary RRSRI  Madagascar Lemurs Vocabulary RSRRR