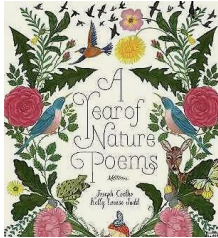

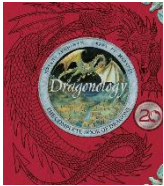
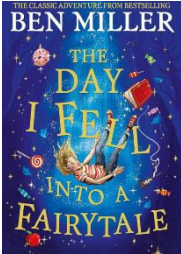
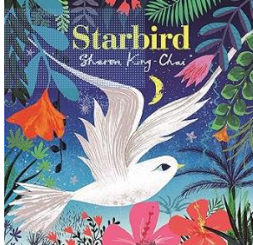



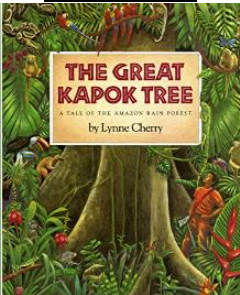

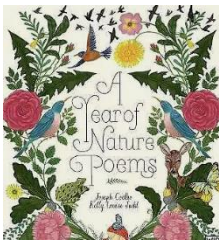


LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 4

Term	Autumn			Spring			Summer		
	Text Driver	Writing outcome	Key Skills	Text Driver	Writing outcome	Key Skills	Text Driver	Writing outcome	Key Skills
Writing	<p><u>September Poem</u> <u>A year of Nature</u> <u>Poems</u></p> 	<p><u>Setting description</u></p> <p>Setting description bases on the September poem about autumn fruits</p>	<p>Expanded noun phrases including a preposition (year 3)</p> <p>Range of sentences including using subordinate clauses (year 4)</p> <p>Create a setting description (year 3)</p> <p>Consider the language choices (year 4)</p>	<p><u>Flood</u> <u>Alvaro F Villa</u></p> 	<p><u>Internal monologue</u></p> <p>A internal monologue about how a character is feeling from their point of view</p>	<p>Use fronted adverbials (year 4)</p> <p>Use commas for fronted adverbials (year 4)</p> <p>Create a character through word choice (year 4)</p> <p>Cengage the reader by adding atmosphere (year 4)</p>	<p><u>Dragonology</u> <u>Dugald Steer</u></p> 	<p><u>Non-Chronological report</u></p> <p>Create a non-chronological report on a dragon Including a labelled diagram</p>	<p>Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. (Year 4)</p> <p>Viewpoint is consistently maintained (year 4)</p> <p>Use fronted adverbials (year 4)</p> <p>Consider the language choices (year 4)</p> <p>Choose pronouns and nouns to avoid repetition (year 4)</p>
	<p><u>The day I fell into the fairy tales</u> <u>Ben Miller</u></p> 	<p><u>Narrative</u></p> <p>Children to create a story about falling into a fairy tale</p> <p><u>Diary</u></p> <p>Writing a diary about an event from the character's point of view</p>	<p>Use a fronted adverbial (year 5)</p> <p>Use a paragraph to organise ideas around a theme (year 4)</p> <p>Punctuate speech using inverted commas correctly (year 3)</p> <p>Orally rehearse sentences before writing (Year 3)</p> <p>Appropriate choice of pronouns or nouns within the sentences and paragraphs (Year 4)</p> <p>Use paragraphs to organise themes (Year 4)</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions (Year 3)</p>	<p><u>Starbird</u> <u>Sharon king-Chai</u></p>  <p>Capital Culture</p>	<p><u>Narrative</u></p> <p>Creating a narrative about the animals that the bird meets on its journey</p>	<p>Viewpoint is consistently maintained (year 4)</p> <p>Use inverted commas and other punctuation to indicate speech ( year 4)</p> <p>Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. ( Year 4)</p>			

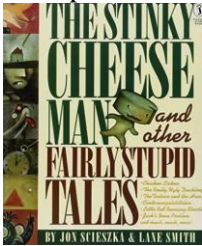
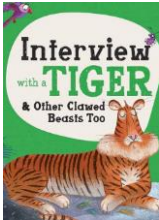
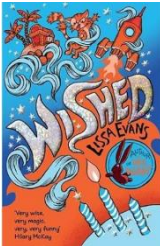
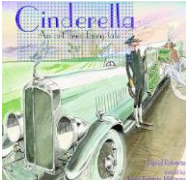
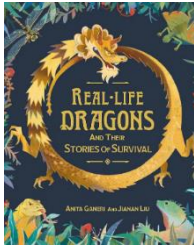
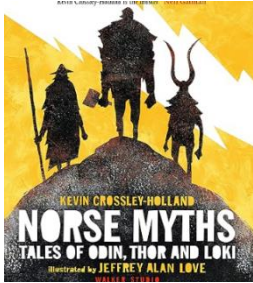
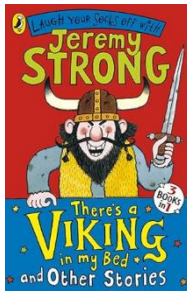
LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 4



	<p><u>Inside the Villians</u> <u>Clotilde Perrin</u></p> 	<p><u>Biography</u></p> <p>Creating a non-chronological report about a villain</p>	<p>Use fronted adverbials (year4)</p> <p>Organise writing in paragraphs around a theme ( Year 4)</p> <p>Use Commas after a fronted adverbial (Year 4)</p> <p>Appropriate choice of pronouns and nouns within and across sentences to aid cohesion and avoid repetition. (year4)</p> <p>Proof-read for errors in punctuation (year 4)</p>	<p><u>The Great Kapok Tree</u> <u>Lynne Cherry</u></p>  <p>Rainforest</p>	<p><u>Setting description</u></p> <p>A description about the rain forest</p> <p><u>Persuasive letter</u></p> <p>Letter persuading the man in the story – from an animals point of view</p>	<p>Expanded noun phrases including a preposition (year 3)</p> <p>Range of sentences (year 4)</p> <p>Create a setting description (year 3)</p> <p>Consider the language choices (year 4)</p> <p>Making deliberate vocabulary choices (year 4)</p> <p>Consider the formality of the language and use standard English ( Year 4)</p> <p>Use noun phrases expanded by the addition of adjectives and prepositions (year 4)</p> <p>To compose and rehearse sentences orally (year 4)</p>	<p><u>Dragon Slayer</u></p> <p><u>Film</u> <u>Literacy Shed</u></p> <p><a href="https://www.literacyshed.com/dragonslayer.html">https://www.literacyshed.com/dragonslayer.html</a></p> 	<p><u>Internal Monologue</u></p>	<p>Use a paragraph to organise ideas around a theme (year 4)</p> <p>Appropriate choice of pronouns and nouns within and across sentences to aid cohesion and avoid repetition. (year4)</p> <p>Use noun phrases expanded by the addition of adjectives (year 4)</p> <p>Maintain accurate tense throughout the piece of writing ( Year 4)</p>
	<p>Roman Report</p> <p>???</p>	<p><u>Non- Chronological report</u></p>	<p>Use commas to separate items in a list (year 2)</p> <p>Consider the layout of the writing 9 Year 4)</p> <p>Use a range of sentences with more than one clause (year4)</p> <p>Use technical language (year 4)</p> <p>Use of topic sentences (year 4)</p>						
	<p>Winter Poetry</p> <p>A selection of poetry based on Winter</p>	<p><u>Descriptive poem</u></p> <p>Create a winter poem that included onomatopoeia</p>	<p>Discussing vocabulary choices (year3)</p> <p>Use noun phrases expanded by the addition of adjectives (year 4)</p> <p>To compose and rehearse sentences orally (year 4)</p> <p>Proof-reading their own work and correct errors in grammar, spelling and punctuation ( Year 4)</p>				<p>A year of Nature</p>  <p>Poems</p>	<p>Poetry writing</p> <p>Choose a summer poem and create their own summer poem</p>	<p>Making deliberate vocabulary choices (year 4)</p> <p>Consider the layout of the writing ( Year 4)</p> <p>Use noun phrases expanded by the addition of adjectives (year 4)</p> <p>To compose and rehearse sentences orally (year 4)</p>

LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 4



	Guided reading Text Autumn	Key Skills	Guided Reading Text Spring	Key Skills	Guided Reading text Summer	Key skills
Guided Reading	<p>The stinky Cheese man and other fairly stupid tales</p> 	<p><u>Reading focus</u></p> <p>Suggest meanings for unfamiliar words Use punctuation as a cue to expression Notice the main point of each paragraph Explain the big idea/message in the story Use intonation and control the tone and volume when reaing</p>	<p>Andy Seed Interview with...</p> 	<p><u>Reading focus</u></p> <p>Read with varied expression responding to the text when reading aloud Suggest meanings for unfamiliar words Use a dictionary to check on unfamiliar words Justify opinions with evidence from the text</p>	<p>Wished</p> 	<p><u>Reading Focus</u></p> <p><i>Finding evidence from the text and discuss personal response.</i> <i>Make a prediction about the story</i> <i>Demonstrate their understanding and personal response to the text.</i></p>
	<p>Cinderella David Roberts</p> 	<p><u>Reading Focus</u></p> <p>Identify cause and effect of the behaviour in the story Discuss the evidence for their inference Articulate their personal preference about the story Summarise the story</p>	<p>Real life Dragon</p> 	<p><u>Reading Focus</u></p> <p>Skim read the text to get the gist Mark text to identify words and phrases that interest them Discuss with other pupil's words and phrases that interest them</p>	<p>Norse Gods</p> 	<p><u>Reading Focus</u></p> <p>Ask questions to help understand meaning within the text Discuss with another pupil why a word or phrase has interested them. Use the information in the text to understand the characters thoughts and feelings</p>
	<p>Rome City and People</p> <p>Historical text</p>	<p><u>Reading Focus</u></p> <p>Skim read the text to get the gist Mark text to identify words and phrases that interest them Discuss with other pupils words and phrases that interest them Justify opinions using evidence from the text</p>	<p>The Godless – Viking poem</p> <p><a href="https://www.twinkl.co.uk/resource/the-godless-viking-raids-poem-and-resource-pack-t-e-1632142267?sign_in=1">https://www.twinkl.co.uk/resource/the-godless-viking-raids-poem-and-resource-pack-t-e-1632142267?sign_in=1</a></p>	<p><u>Reading Focus</u></p> <p>Identify the key information in the poem Look at the way that the punctuation has been used to make the poem flow. Look at the sound patterns that make the words rhyme. ( building on year 3) Discuss personal thoughts about the poem and justify their thoughts about the poem with evidence from the text.</p>		<p><u>Reading Focus</u></p> <p>Discuss words and phrases that engage the readers interest and imagination Make connections between other books that they have read. Discuss the character's motives in the story. Record key events in the text</p>
Spelling ( where possible these have been matched to the spelling rule on spelling frame	<p>Spelling rule 26 (y2) -possessive apostrophe</p> <p>Spelling rule 21 (y3/4)- homophones</p> <p>Spelling rule 9(y3/4)- ure ending</p>	<p>Spelling rule 19(y3/4)- ei, eigh, ey sound</p> <p>spelling rule 15(y3/4) -ch sound Greek</p>	<p>Spelling rule 17(y3/4) -gue sound French</p> <p>spelling rule 9(y3/4)- ture ending</p> <p>Spelling rule 20(y3/4) -possessive apostrophes with plurals</p>	<p>Spelling rule 5(y3/4)- anti and inter prefix</p> <p>spelling rule 12(y3/4)- cian and sion</p> <p>spelling rule 13(y3/4) - tion and ssion</p>	<p>Plurals and singular</p> <p>Spelling rule 18(y3/4)- sc words Latin</p> <p>Spelling rule 13(y3/4)-sion ending</p>	<p>Spelling rule 11and 12(y3/4)- ous ending</p> <p>Prefixes ( meaning)</p> <p>Spelling rule 8(y3/4)-ly words Proof reading</p>

LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 4



	<p>spelling rule 24 (y1)- igh words</p> <p>spelling rule 5(y3/4)- il, im and ir prefix</p> <p>Using a dictionary</p>	<p>Spelling rule 16(y3/4) – ch sound French</p> <p>Spelling rule 3(y3/4) - ou words ing, er, en and ed endings</p>	<p>Spelling rule 22(y3/4)- homophones</p> <p>error spotting</p>	<p>year 3 and 4 word list</p>	<p>Spelling rule 23(y3/4)- Homophones</p>	
SPAG	<p>Singular and Plurals</p> <p>Word class (Nouns, adjective and verbs)</p> <p>Pronouns</p> <p>Apostrophes for possessions</p> <p>Prepositions</p> <p>Conjunctions ( co-ordinating and subordinating)</p>	<p>Determiners</p> <p>Prefix</p> <p>Clause and Subordinate clause</p> <p>Commas after fronted adverbials</p> <p>Contractions</p>	<p>Commas to separate lists and adverbial phrases</p> <p>Tenses past, present and future</p> <p>Present perfect tense</p> <p>SCAPS- speech punctuation</p>	<p>Consonants and vowels</p> <p>Prepositional phrases</p> <p>Tenses past, present and future</p> <p>Commands, exclamation and question sentences</p>	<p>Standard English</p> <p>Causal conjunctions</p> <p>Prefix and suffix</p> <p>Organisational devises</p>	<p>Plural possessive apostrophes</p> <p>Simple and present perfect tense</p>
Handwriting	<p>First six weeks ensure that the children can form the following letters in this order:</p> <p>Week 1 – L and I</p> <p>Week 2 – u and t</p> <p>Week 3 – y and j</p> <p>Week 4 – n and m</p> <p>Week 5 –h and k</p> <p>Week 6 –b and p</p> <p>Week 7 – review children’s independence forming the 12 letters together in different nonsense words</p> <p>Every lesson should start with a warm up And how to hold a pen.</p> <p>They should have opportunity to drawn different shapes and patterns as well as focusing on the given letters.</p>	<p>Week 1 – k and r</p> <p>Week 2- c and a</p> <p>Week 3- d and e</p> <p>Week 4 – s and g</p>	<p>Start with an assessment of all children’s writing to highlight any weak areas</p> <p>Week 1- Letter f</p> <p>Week 2 – Letter q</p> <p>Week 3 Letter o</p> <p>Week 4 – letter z and V</p> <p>Week 5 – letter w and x</p>	<p>Creating letter strings of six letters</p> <p>Practising joining days of the week, months of the year</p> <p>Ensure that the children are confident and set up interventions for children who need additional support.</p>		