**English Medium Term Planning - Year 4 Autumn Term**

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| **Text** | **Objectives** | **Genres** | **Time** |
| *Float* by Daniel Miyares | * To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.
* To listen to and discuss a wide range of fiction and non-fiction texts (Guided Reading)
* To identify themes and conventions in a wide range of books.
* To plan their writing by discussing and recording ideas.
* To compose and rehearse sentences orally.
* To progressively build a varied and rich vocabulary.
* To begin to use a wider range of conjunctions and include more than one clause in a sentence.
* To ask questions to improve their understanding of a text.
* To propose changes to grammar and vocabulary to improve consistency.
* To proofread for spelling and punctuation errors.
* To discuss words and phrases that that capture the reader’s interest and imagination.
* To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.
* To assess the effectiveness of their own and others’ writing and suggest changes.
* To draft and write narratives, creating settings, characters and plot.
* To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.
* To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
* To write effective sentences beginning to use alliteration, onomatopoeia, metaphors, similes, personification, repetition and rhyme.
* To choose and spell adjectives appropriately.
* To revise all of the handwriting curriculum objectives covered in KS1 and Year 3.
 | Narrative – adventure story | 3 weeks  |
| *How To Train Your Dragon* by Cressida Cowell | ● To increase familiarity with a wide range of books and retell some of these orally.● To identify themes and conventions in a wide range of books.● To plan their writing by discussing and recording ideas.● To organise paragraphs around a theme.● To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.● To ask questions to improve their understanding of a text.● To use a wider range of conjunctions and include more clauses in a sentence.● To assess the effectiveness of their own and others’ writing and suggest changes.● To propose changes to grammar and vocabulary to improve consistency.● To proofread for spelling and punctuation errors.● To use fronted adverbials, followed by commas to indicate grammatical features.● To identify main ideas drawn from more than one paragraph and summarise them.● To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.● To listen to and discuss a wide range of fiction and non-fiction texts.● To discuss words and phrases that capture the reader’s interest and imagination.● To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.● To discuss books that they have read and listened to, taking turns to share thoughts.● To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.● To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.● To write sentences dictated to them that include taught words and punctuation.● To draft and write narratives, creating settings, characters and plot.● To indicate possession by using an apostrophe with singular and plural nouns.* To revise all of the handwriting curriculum objectives covered in KS1 and Year 3.
 | Narrative – character/setting descriptions, diary, fantasy. Non-fiction - instructions | 5 weeks |
| *Hooray for Inventors* by Marcia Williams | ● To identify main ideas drawn from more than one paragraph and summarise them.● To draft and write non-narrative material, using simple organisational devices.● To indicate possession by using an apostrophe with singular and plural nouns.● To organise paragraphs around a theme.● To discuss books that they have read and listened to, taking turns to share thoughts.(Guided Reading)● To listen to and discuss a wide range of fiction and non-fiction texts.(Guided Reading)● To understand how to use further prefixes and suffixes.● To use the first two or three letters of a word to check its spelling in a dictionary.● To plan their writing by discussing and recording ideas.● To draft and write narratives, creating settings, characters and plot.● To use fronted adverbials, followed by commas to indicate grammatical features.● To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.● To use a wider range of conjunctions and include more clauses in a sentence.● To indicate grammatical and other features by using and punctuating direct speech.● To retrieve and record information from non-fiction.● To discuss books that they have read and listened to, taking turns to share thoughts.(Guided Reading)● To spell words that are often misspelled.● To organise paragraphs around a theme.● To read books structured in different ways and read for a range of purposes.● To revise all of the handwriting curriculum objectives in Years 3–4.● To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.● To choose nouns or pronouns appropriately for clarity and cohesion.● To proofread for spelling and punctuation errors.● To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. | Non-Fiction - biography | 5 weeks |
| A selection of Winter and Christmas poems | ● To recognise some different forms of poetry.● To identify how language, structure, and presentation contribute to meaning.● To understand how to use further prefixes and suffixes.● To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.● To assess the effectiveness of their own and others’ writing and suggest changes.● To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures ● To discuss words and phrases that capture the reader’s interest and imagination.● To increase the legibility, consistency and quality of their handwriting. | Poetry  | 2 weeks |