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

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| **Text** | **Objectives** | **Genres** | **Time** |
| *The Suitcase Kid* by Jaqueline Wilson | ● To listen to and discuss a wide range of fiction and non-fiction texts.  ● 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 retrieve and record information from non-fiction.  ● To use further prefixes and suffixes and understand how to add them.  ● To plan their writing by discussing and recording ideas.  ● To ask questions to improve their understanding of a text.  ● To identify themes and conventions in a wide range of books.  ● To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.  ● To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  ● To draft and write narratives, creating settings, characters and plot.  ● To compose and rehearse sentences orally.  ● To organise paragraphs around a theme.  ● To draft and write non-narrative material, using simple organisational devices.  ● To use the perfect form of verbs to mark relationships of time and cause.  ● 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 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 books structured in different ways and read for a range of purposes.  ● To identify how language, structure, and presentation contribute to meaning.  ● To use conjunctions, adverbs and prepositions to express time and cause.  ● To spell words that are often misspelled.  ● To revise all of the handwriting curriculum objectives in Years 3–4. | Fiction Narrative – issue-based story  Postcards  Non-Fiction – book review | 5 weeks |
| *Running Wild* by M Morpurgo  Travel guide examples | ● To apply their growing knowledge to understand the meaning of new words.  ● To retrieve and record information from non-fiction.  ● To identify main ideas drawn from more than one paragraph and summarise them.  ● To listen to and discuss a wide range of fiction and non-fiction texts.  ● To read books structured in different ways and read for a range of purposes.  ● To use dictionaries to check the meaning of words that they have read.  ● To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  ● To use the first two or three letters of a word to check its spelling in a dictionary.  ● To discuss writing similar to that which they are planning to write.  ● To draft and write non-narrative material, using simple organisational devices.  ● To plan their writing by discussing and recording ideas.  ● To identify how language, structure, and presentation contribute to meaning.  ● 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 discuss books they have read and listened to, taking turns to share thoughts.  ● To compose and rehearse sentences orally.  ● 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 a wider range of conjunctions and include more clauses in a sentence.  ● To use the perfect form of verbs to mark relationships of time and cause.  ● To use fronted adverbials, followed by commas to indicate grammatical features.  ● To choose nouns or pronouns appropriately for clarity and cohesion  ● To increase familiarity with a wide range of books and retell some of these orally.  ● To discuss words and phrases that capture the reader’s interest and imagination.  ● To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  ● To draw inferences from details stated and implied and justify them with evidence.  ● To understand how to use further prefixes and suffixes.  ● To revise all of the grammar and punctuation curriculum objectives in Year 3–4.  ● To ask questions to improve their understanding of a text.  ● To revise all of the handwriting curriculum objectives in Years 3–4. | Non- Fiction – travel report,  Persuasive text  Formal and informal letters  Fiction - Diary | 5 weeks |
| *The Jungle Book* by R Kipling  Selection of animal poetry | ● To apply their growing knowledge to understand the meaning of new words.  ● To listen to and discuss a wide range of fiction and non-fiction texts.  ● To prepare poems and playscripts to read aloud and to perform.  ● To recognise some different forms of poetry.  ● To discuss words and phrases that capture the reader’s interest and imagination.  ● To spell further homophones.  ● To understand how to use further prefixes and suffixes  ● To spell words that are often misspelled.  ● To discuss writing similar to that which they are planning to write. | Fiction – Poetry, playscripts | 2 weeks |
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