
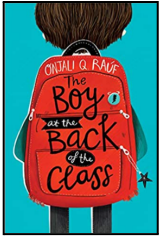
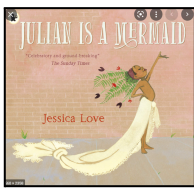
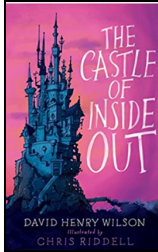

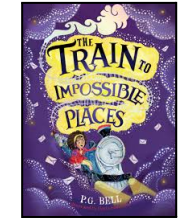
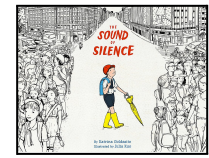
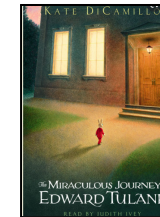
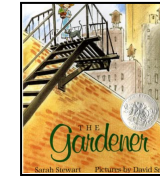
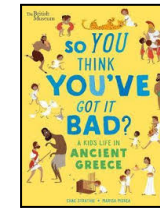
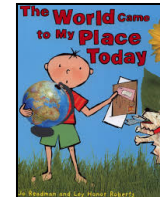
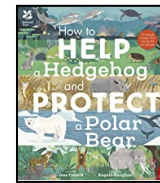
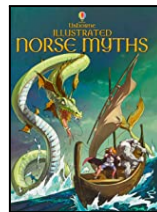
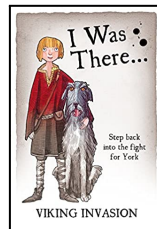
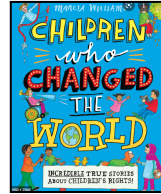
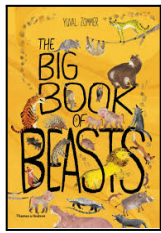


English Long Term Plan: Jean King Class (Year 4)

	<p>What is Climate Justice?</p> <p>(8 weeks)</p>	<p>What can we learn from the past?</p> <p>(7 weeks)</p>	<p>How can we protect our planet?</p> <p>(5 weeks)</p>	<p>How did life change once the Vikings invaded?</p> <p>(5 weeks)</p>	<p>How can we stay healthy and safe?</p> <p>(7 weeks)</p>	<p>How did the Ancient Greeks influence the world?</p> <p>(7 weeks)</p>
<p>The Kirk Fenton CE Primary School curriculum has been designed with reading at its heart. We believe that reading is the key to all learning and that reading opens minds and hearts. We use carefully chosen, high quality texts representing the very best of contemporary children's literature, books from our literary heritage, poetry and non-fiction.</p>						
<p>Reading for pleasure</p>	 	 	  	  	  	   

Reading Across the Curriculum
(a selection of some of the books/extracts studied across the curriculum)



Writing focus

Information text
(3 weeks)

Explanation text
(3 weeks)

Instructional text
(3 weeks)

Narrative
(3 weeks)

Persuasive advert
(3 weeks)

Book review
(1 week)

Information report
(2 weeks)

Myths and legends
story writing
(3 weeks)


Brochure
(2 weeks)

Balanced argument
(2 weeks)

Biography
(2 weeks)

Narrative
(3 weeks)

Diary entry
(2 weeks)

<p>Published pieces</p>	<p>Information text based on What is Climate Justice?</p> <p>Explanation text linked to digestive system</p>	<p>Instructional text based on Electrical circuits.</p> <p>Narrative 1st Person Fantasy</p>	<p>Persuasive advert An Alternative to Plastic Straws</p> <p>Book review based on the class book.</p>	<p>Information report Viking invasion</p> <p>Myths and legends story writing. Third person narrative.</p>	<p>Biography Viking warrior Link to history</p> <p>Brochure based on learning of Greece (Geography link)</p> <p>Balanced argument Should we feed animals at National Parks?</p>	<p>Narrative Greek Myth retelling</p> <p>Diary entry based on The Gardener</p>
<p>Focus poems and focus poetry books</p>	<p>People Need People by Benjamin Zephaniah</p>  <p>(poetry books enjoyed throughout the year)</p>	<p>From a Railway Carriage by Robert Louis Stephenson</p>	<p>Colour Outside the Lines by Jared Louche</p>	<p>The Magic Box by Kit Wright</p>	<p>My Gran Visits England by Grace Nichols</p>	
<p>Spelling Focus</p>	<ol style="list-style-type: none"> 1. Words that are homophones 2. Words with the prefix 'in-' 3. Words with the prefixes 'il-', 'im-' and 'ir-' 4. Words with the prefix 'sub-' 5. Words with the 	<ol style="list-style-type: none"> 7. Words ending in '-ation' 8. Words ending in '-ation' 9. Words ending '-ly' 10. Words ending '-lly' 11. Words where 'ch' makes a /sh/ 	<ol style="list-style-type: none"> 13. Words ending in '-sion' 14. Words ending in '-ous' 15. Words ending in '-ous' where the ge from the root word remains 16. Words where 'i' makes an /ee/ 	<ol style="list-style-type: none"> 19. Words where 'au' makes an /or/ sound 20. Words ending in '-tion' 21. Words ending in '-sion' 22. Words ending in '-cian' 23. Words that are 	<ol style="list-style-type: none"> 25. Words that are homophones 26. Words spelled with 'c' before 'i' and 'e' 27. Words containing 'sol' and 'real' 28. Words containing 	<ol style="list-style-type: none"> 31. Challenge Words 32. Words containing an apostrophe for possession 33. Revision of spelling patterns learned in Stage 4 34. Revision of

	prefix 'inter-' 6. Challenge Words	sound 12. Challenge Words	sound 17. Words ending in '-ious' and 'eous' 18. Challenge Words	adverbs of manner 24. Challenge Words	'phon' and 'sign' 29. Words with the prefixes 'super-', 'anti-' and 'auto' 30. Words with the prefix 'bi-'	spelling patterns learned in Stage 4 35. Revision of spelling patterns learned in Stage 4 36. Revision of spelling patterns learned in Stage 4
Boomtastics (Poetic Devices)	<p>Note: Some of these will have been introduced in KS1 but will need regular revisiting. The red Boomtastics are the ones that must be covered in this year group, any previous ones need to be revisited and any listed after the red ones can be introduced in an earlier year group if appropriate.</p> <p style="text-align: center;"> Onomatopoeia Rhyme Repetition Alliteration Simile Metaphor Personification Pathetic Fallacy Pun Symbolism </p>					
Punctuation (Prior learning to consolidate in black: new learning in red.)	<p>(Y2) Use full stops, capital letters, exclamation marks, question marks. Use apostrophes to mark missing letters in contracted forms Use the apostrophe to show singular possession Use commas for lists.</p> <p>(Y3) Begin to use inverted commas to punctuate direct speech. Begin to use other punctuation inside inverted commas e.g.?! (Y4 New learning) Correct use of inverted commas and other punctuation to indicate direct speech. Use apostrophes to mark plural possession. E.g. The girl's name, The girls' names Consistently use commas after fronted adverbials.</p>					
Grammar (Prior learning to consolidate in black: new learning in red.)	<p>(Y2) Use sentences with different forms: statement, question, exclamation, command. Use expanded noun phrases to describe and specify. Use the present and past tenses correctly and consistently including the progressive form. Use subordination using when, if, that, or, because. Use coordination using or, and, but.</p>					

	<p>(Y3) Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Experiment with a widening range of conjunctions e.g. although, since, even though. Use adverbs e.g. then, next, soon, therefore. Use prepositions that position in place / environment e.g. in, on, behind, under. Use the present perfect form of verbs, instead of simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'</p> <p>(Y4 New learning) Use fronted adverbials that indicate time e.g. then next, soon, later that day. Use more complicated noun phrases (expanded by modifying adjectives, nouns and prepositional phrases). E.g. The strict geography teacher with slick, black hair Use standard English verb inflections. e.g. 'we were...', 'I did...' (instead of local spoken forms such as 'we was...', 'I done...')</p>
<p>KS2 Statutory Writing Assessment Objectives</p>	<ul style="list-style-type: none"> ● write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) ● in narratives, describe settings, characters and atmosphere ● integrate dialogue in narratives to convey character and advance the action ● select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) ● in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points) ● use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs ● use verb tenses consistently and correctly throughout their writing ● use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) ● spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary ● maintain legibility in joined handwriting when writing at speed.