

English Long Term Plan 2018/19 (Year 4)

	Reading - resources and key themes/skills	Writing - resources and key themes/skills	Grammar & Punctuation
Autumn 1	<p>Class novel: Novel study <u>Charlie and the Chocolate Factory</u> by Roald Dahl. VIPERS comprehension skills.</p> <p>Reading Explorer texts (literal)</p> <p>Roman - Non - Fiction texts</p> <p>Guided Reading Texts</p>	<p>(Link to Class Novel)</p> <ul style="list-style-type: none"> -Create and describe own chocolate bar -Setting descriptions (Charlie's house, factory) -Create a 6th golden ticket winner -Write their own chapter 15, including their new character (the Chocolate Room) <p>Assessment Piece</p>	<ul style="list-style-type: none"> -Consolidation of basics -Word Classes - Speech - Apostrophes for contractions (revision from Y3)

<p>Autumn 2</p>	<p>Class novel: <u>The Secret of Platform 13</u> by Eva Ibbotson</p> <p>VIPERS comprehension skills.</p> <p>Reading Explorer texts (Literal)</p> <p>Guided Reading Texts</p>	<ul style="list-style-type: none"> -Descriptive War Poetry (Remembrance) - Write their own poem, based around senses - (Literacy Shed) The Birds. (Anti- Bullying) Write a letter of apology - Non - Fiction (Non-chronological report) Animal of their choice. (Assessment Piece) - Simile Poetry - Northern Lights 	<ul style="list-style-type: none"> - Misconceptions from Autumn 1 SPAG assessment - Apostrophes to mark plural possession - main and subordinate clauses
<p>Spring 1</p>	<p>Class novel: <u>The Secret of Platform 13</u> by Eva Ibbotson</p> <p>VIPERS comprehension skills.</p> <p>Reading Explorer texts (deduction)</p> <p>Song Lyrics</p> <p>Guided Reading Texts</p>	<ul style="list-style-type: none"> - Non-Fiction (Explanation Texts) To Write an explanation on how the Water Cycle works (link Sci/ Geog) - Narrative - Stories from other cultures. (Literacy Shed) Ride of Passage Assessment Piece 	<ul style="list-style-type: none"> - Misconceptions from Autumn 2 SPAG assessment - Introduce determiners, continue to consolidate word classes and basic punctuation. - Commas (Fronted adverbials) - Conjunctions

<p>Spring 2</p>	<p>Class novel: <u>I was there- A Viking invasion by Stuart Hill</u></p> <p>VIPERS comprehension skills.</p> <p>Reading Explorer texts (Inference)</p> <p>Guided Reading Texts</p>	<ul style="list-style-type: none"> - Performance Poetry - Newspaper - to write a journalistic report based on a Viking Invasion (History Link) Assessment Piece - Emotive writing based on the events of the Easter Story (RE Link) 	<ul style="list-style-type: none"> - Misconceptions from Spring 1 SPAG assessment - Verbs (present/past/perfect) - Revisit subordinate clauses - Adverbials
<p>Summer 1</p>	<p>Class novel: Life of Walter Tull</p> <p>VIPERS comprehension skills.</p> <p>Reading Explorer texts (Inference)</p> <p>First News</p> <p>Guided Reading Texts</p>	<ul style="list-style-type: none"> - Work based around the life of Walter Tull. How is story inspires us. Write about a key moment in his life. (First Person) - Stories in imaginary worlds (Literacy Shed) - Narrative Writing (assessment piece) 	<ul style="list-style-type: none"> - Misconceptions from Spring 2 SPAG assessment - Revisit rules of speech (inverted commas) - apostrophes

<p>Summer 2</p>	<p>Class novel:TBC (Adventure Story)</p> <p>Reading Explorer texts (Inference)</p> <p>First News</p> <p>Guided Reading Texts</p>	<p>Inspired by Bear Grylls. As a class we create an adventurer. The children write their own adventure story. (Final assessed piece)</p> <p>Poetry unit (Literacy Shed)</p> <p>The Jabbawocky</p>	<ul style="list-style-type: none"> - Misconceptions from Summer 1 SPAG assessment - Consolidation of all punctuation taught.
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