



## Raeburn Primary School LONG TERM ENGLISH PLAN YEAR 4

	<b>Autumn 1 It's all Greek to me</b>	<b>Autumn 2 It's all Greek to me Stones and Bones</b>	<b>Spring 1 Stones and Bones</b>	<b>Spring 2 Inspirational Island</b>	<b>Summer 1 Wonders of Wirral and Beyond</b>	<b>Summer 2 Home Sweet Home</b>
<b>Fiction/Non Fiction Text Focus</b>	'Who Let the Gods out' by Maz Evans  'Greek Myths' by Marcia Williams.	'Stone Age Boy' by Satoshi Kitamura.  The 'First Drawing' by Mordicai Gerstein.	'How to Wash a Wooly Mammoth' by Michelle Robinson.  'The Boy with the Bronze Axe by Kathleen Fidler.	'The Iron Man' by Ted Hughes.	The Primrose Railway Children by Jacqueline Wilson  The Promise' by Nicola Davies.	'Running Wild' by Michael Morpurgo,  'The Great Kapok Tree' by Lynne Cherry
<b>Poetry Focus</b>	Rhyming Poem - Greek Myths				Haiku	Free Verse Poem
<b>Purpose for writing</b>  - Entertain - Inform - Persuade	<b>Entertain</b> *Greek Myth - Descriptive scene <b>Inform</b> *Mouse, Bird, Snake, Wolf - Diary entry <b>Persuade</b> *Greek Myth - Letter to persuade Pandora	<b>Entertain</b> *Greek Myth- Write own myth <b>Inform</b> *Instructions linked with DT <b>Persuade</b> *Advert for a new home - using different building materials	<b>Entertain</b> *Character description - Boy with the Bronze Axe <b>Inform</b> *Newspaper about finding AVA skeleton <b>Persuade</b> *Speech to persuade other people to leave the island - Boy with the Bronze Axe	<b>Entertain</b> *Iron Man - own narrative <b>Inform</b> *Iron Man - Newspaper <b>Persuade</b> *Iron Man - Letter to persuade	<b>Entertain</b> *Descriptive Setting <b>Inform</b> *The Promise - autobiography <b>Persuade</b> *Advert - for new railway station opening	<b>Entertain</b> *Rainforest Poem <b>Inform</b> *Fact file about a chosen animal - double page spread <b>Persuade</b> *POV of the animal - letter to the machine.
<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul>		<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>		<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>	

	<ul style="list-style-type: none"> <li>● extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>● using conjunctions, adverbs and prepositions to express time and cause</li> <li>● using conjunctions, adverbs and prepositions to express time and cause</li> <li>● in narratives, creating settings, characters and plot</li> <li>● read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>● using fronted adverbials using commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ organising paragraphs around a theme</li> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>○ proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>● using conjunctions, adverbs and prepositions to express time and cause</li> <li>● in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>● assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>● proofread for spelling and punctuation errors</li> </ul>
<b>Vocabulary</b>	<b>determiner pronoun, possessive pronoun adverbial</b>		