St. John's English Long Term Plan: Year 4

Refer to the 'Genre Progression of Knowledge' document for additional detail regarding the genre and required prior learning knowledge.

Year	Autumn 1 **Rivers**	Autumn 2 **Anglo Saxons**	Spring 1 **Rainforests**	Spring 2 **Vikings**	Summer 1 **The Amazon**	Summer 2 **Local History: Transport**
4 Non-Fiction	Explanation text with paragraphs.		Basic Discussion Text.	Reports: Non-Chronological Report with Paragraphs.	Persuasive Text with Paragraphs.	Developed Recount with Paragraphs.
Reading	• listening to and discussing a wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • retrieve and record information from non-fiction					
Purpose	**Writing to Inform**		**Writing to Discuss**	**Writing to Inform**	**Writing to Persuade**	**Writing to Inform**
Writer Knowledge	As Year 3 plus: • fronted adverbials • paragraphs to organise ideas • cohesion through the use of nouns and pronouns		• consistent use of present tense – recap from Y2 • present perfect form of verbs – recap from Y3 • effective use of noun phrases • paragraphs to organise ideas • adverbials e.g. therefore, however… • heading and subheadings used to aid presentation - recap from Y3	• organised into sections with appropriate headings and text type features • range of conjunctions and appropriate word choices • beginning to explore levels of formality and able to demonstrate this through word and sentence choices • appropriate use of pronouns and nouns	• cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition • expanded noun phrases • persuasive writing features (e.g. DAFOREST) • modal verbs to indicate degrees of possibility	• developed sequential language organised into paragraphs • adverbs, adverbials and prepositions to sequence events • word choices and developed sentence structures to match recount texts • expanded noun phrases
4 Poetry	**Limericks**				**Free verse**	
Reading	• listening to and discussing a wide range of fiction,				• listening to and discussing a wide range of fiction,	

	poetry, plays, non-fiction and reference books or textbooks • preparing **poems** and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry				**poetry**, plays, non-fiction and reference books or textbooks • preparing **poems** and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry	
Writer Knowledge	• five lines in length with rhyme scheme AABBA • lines 1, 2 & 5: 7-10 syllables • lines 3 & 4: 5-7 syllables • usually begins with 'There was a…' and ends with the name of a person or place • last line should be rather unusual or far-fetched • lines start with a capital letter • lines often end with a comma • mood of poem is comic, and it can even be nonsense				• no set syllable pattern or rhyme scheme • may be written on a range of themes • see KS2 key objectives and writing curriculum content for Year 4	

4 Fiction Developed narrative with focus on paragraphing		Genre: Defeating a Monster Tale Model text: Beowulf	Genre: Adventure Story Model text: Adventure at Sandy Bay	Genre: Character Flaw Model text: The Dragon & the Kobbler		Genre: Fantasy Story Model text: Iron Man
Reading	• listening to and discussing a wide range of **fiction**, poetry, plays, non-fiction and reference books or textbooks • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books					
Purpose		Writing to Entertain	Writing to Entertain	Writing to Entertain		Writing to Entertain
Text Structure		As Year 3, plus: • dialogue is used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc.	As Year 3, plus: • dialogue is used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc.	As Year 3, plus: • dialogue is used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc.		As Year 3, plus: • dialogue is used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc.
Writer Knowledge Stories (inc. retelling); character descriptions; setting descriptions		• sequence organised into paragraphs using fronted adverbials to indicate changes in time or place • different orders of sequences • fronted adverbials as single words, phrases and clauses to create cohesion • expanded noun phrases	• sequence organised into paragraphs using fronted adverbials to indicate changes in time or place • different orders of sequences • fronted adverbials as single words, phrases and clauses to create cohesion • expanded noun phrases	• sequence organised into paragraphs using fronted adverbials to indicate changes in time or place • different orders of sequences • fronted adverbials as single words, phrases and clauses to create cohesion • expanded noun phrases		• sequence organised into paragraphs using fronted adverbials to indicate changes in time or place • different orders of sequences • fronted adverbials as single words, phrases and clauses to create cohesion • expanded noun phrases

		• dialogue including direct speech to show character • develop characters through dialogue and action • standard forms of verb inflections used instead of local spoken forms • apostrophes for plural possession • past progressive and present perfect	• dialogue including direct speech to show character • develop characters through dialogue and action • standard forms of verb inflections used instead of local spoken forms • apostrophes for plural possession • past progressive and present perfect	• dialogue including direct speech to show character • develop characters through dialogue and action • standard forms of verb inflections used instead of local spoken forms • apostrophes for plural possession • past progressive and present perfect		• dialogue including direct speech to show character • develop characters through dialogue and action • standard forms of verb inflections used instead of local spoken forms • apostrophes for plural possession • past progressive and present perfect
Spelling *Statutory spelling list taught throughout*	• words with letter string 'ei' (revision Y3) • words with 'eigh' or 'ey' (revision Y3) • /sh/ sound spelt 'ch' (revision Y3) • /u/ sound spelt ou (revision Y3) • homophones	• possessive apostrophe with singular proper nouns • adding prefixes: in-, il- • adding prefixes: im-, ir- • adding suffixes beginning with vowel letters to words of more than one syllable -ing, -er, -en, -ed • adding suffix: -tion • words with letter string /ure/	• words beginning with 'gu' • words ending in 'ture' • possessive apostrophe with plurals • homophones • adding prefix: 'anti-'	• revise contractions • adding prefix: 'inter-' • words ending '-ation' • words ending '-sion' • words ending '-ssion' • words ending '-cian'	• /s/ spelt 'sc' • apostrophe for possession- singular and plural • sound /i/ spelt 'y' • homophones • adding prefixes: 'un' 'dis' 'in' 're' (revision)	• adding prefixes: 'sub-' and 'inter-' • adding prefixes: 'auto' 'super-', 'anti-' • adding suffix: '-ous' • suffix '-ly' added to root words ending in 'y' and 'le' • suffix '-ly' added to words ending in 'ic' • words with the /k/ sound spelt 'ch' (revision Y3)
Handwriting	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting					
Terminology	determiner, pronoun, possessive pronoun, adverbial					