

Nurture
InsPire
ResPect
Succeed

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Head teacher: Mr S Payne



Newfield Park
Primary School

English Long-Term Planning – Year 4



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English Long-Term Planning – Year 4

	Autumn term		Spring term		Summer term	
	Chapter book	Other e.g. Picture book / play / short story	Chapter book	Other e.g. Picture book / play / short story	Chapter book	Other e.g. Picture book / play / short story
Book choice	<i>Odd and the Frost Giants</i> Neil Gaiman	<i>The Tree Lady</i> H. Joseph Hopkins	<i>The Firework Maker's Daughter</i> Phillip Pullman	<i>The Highwayman</i> Alfred Noyes Or <i>At Atlas of Imaginary Places</i> Mia Cassany	<i>Charlotte's Web</i> E.B. White	<i>One Plastic Bag</i> Miranda Paul
Narrative focus	Traditional Tales – Myths (quests) (4 weeks)		Suspense and action (2 weeks)	Story Settings/Description (2 Weeks)	Writing and performing a play (2 weeks)	Stories with a Theme (3 weeks)
Suggested outcomes	Read <i>Odd and the Frost Giants</i> discuss theme of "Good over evil". Children write a myth focusing on effective characterisation e.g. descriptions, linking dialogue to effective characterisation, interweaving speech and action. Children will have the opportunity to apply grammar taught in Year 4 (and previously studied in Year 3) e.g. expanded noun phrases, speech, commas after fronted adverbials. The children are given ample time to edit, amend and redraft their writing.		Children add a chapter to the class book, focusing on creating settings, characters and plot which are in the same authorial style. They should apply taught grammar with a focus on using conjunctions, adverbs and prepositions to express time and cause.	Read an Atlas of Imaginary Places, ask children to design and create their own imaginary world. Focus on generating descriptive vocabulary, use a thesaurus to develop understanding of vocabulary. Children to write setting description describing their own imaginary place.	Children to write and act out their own play script based upon the trial of Anne Boleyn (linked to crime and punishment topic). Children to understand what dialogue is and use stage directions to give actors/actresses clear instructions on what to do. Chn to act out play scripts using green screen. Opportunity to display oracy skills - using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Children to understand and identify themes in different books/stories. Children to identify theme of <i>One Plastic Bag</i> , find features and then write their own stories based on the same theme (responsibility) linked to bullying (PSHE). Children should focus on organising paragraphs around a theme, creating settings, characters and plot.
Non-fiction focus	Information (3 weeks)	Explanation (3 weeks)	Recount (3 weeks)	Persuasion (3 weeks)	Discussion (3 weeks)	Teacher's Choice (2 weeks)
Suggested outcomes	Create an information text to inform a reader about a topic. This could be linked to Electricity, Anglo-Saxons or Clent. Children	Create a flowchart to explain how an invention works; use the notes to write an explanation. Children could create their	Children to begin by recounting a class story that has been read closely. Teach children to use possessive	Write a letter to Mr Payne persuading him to let Year 4 go on a trip to Greece. Teach children to understand the difference	Consider different sides of an argument and decide on a course of action. Give children opportunities to read,	TBC

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	to use simple organisational devices for example, headings and sub-headings. They should apply taught grammar.	own inventions linked to Wallace and Gromit's Cracking Contraptions or link to Science topic of electricity or the digestive system. Children should practise choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	apostrophe with plural nouns and use this within the recount.	between opinions and facts. Use OREO model to help structure paragraphs. Children should focus on organising paragraphs around a theme. Use data to support opinions.	debate and write effective persuasive argument and/or balanced discussions, making appropriate language, style and structural choices to meet a particular purpose and audience (marking and feedback against agreed success criteria).	
Poetry	Riddles (structure and purpose) (2 weeks)		Narrative poetry (Classical) (2 weeks) <i>The Highway Man</i> Alfred Noyes		Rehearse poems learnt by heart (1 week)	
Suggested Outcome	Look at existing riddles and identify the features such as metaphors, similes, alliteration etc. Define what makes a good riddle. Write a riddle poem together as a class and conclude by writing riddles poems individually and sharing them with the class.		Read, discuss and perform, The Highwayman poem by Alfred Noyes. Give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Children to rewrite an alternative ending to the story from the perspective of the Highway Man.		Expose children to different types of poems, discuss likes and dislikes. Show children videos of poetry being read out loud, how does it make them feel? Discuss ways children can read poem out loud focusing on intonation. Link to presentation skills. Children to have opportunities to learn poems and rehearse in small groups.	