

Year 4 Medium Term Plan English

Composition, Handwriting, SPAG, Spelling

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Term 1 Tudors Set text: A Midsummer night's dream</p> <p>Terminology: determiner pronoun, possessive pronoun, adverbial</p>	<p>Writing sentences</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>The grammatical difference between plural and possessive -s</p> <p><i>The /ɪ/ sound spelt y elsewhere than at the end of words e.g. myth</i></p>	<p>Shakespeare-research, drawing inference and asking questions to help understanding</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p><i>The /ɪ/ sound spelt y elsewhere than at the end of words e.g. myth</i></p>	<p>Read and respond to the story MND</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p><i>The /ŋ/ sound spelt ou e.g. young</i></p>	<p>Setting-woodland</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Words with endings sounding like or /ʒə/ -sure -ture</p>	<p>Character</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the girls' names</i>)</p> <p>Words with the sound spelt ch (mostly French in origin) /ʃ/ e.g. chef</p>	<p>ASSESSMENT WEEK</p>	<p>Write own version – proof reading, assessing effectiveness</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>)</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) e.g. league, unique</p>	<p>Write own version – read aloud</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) e.g. league, unique</p>

<p>Term 2 Tudors Set text: non-fiction</p> <p>Terminology: determiner pronoun, possessive pronoun, adverbial</p>	<p>Henry VIII</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus</p>	<p>Henry VIII 6 wives</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Words with the /s/ sound spelt sc (Latin in origin) e.g. science</p>	<p>ASSESSMENT WEEK</p>	<p>Tudor houses</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Use of commas after fronted adverbials</p> <p>Words with the /ei/ sound spelt ei, eigh, or ey e.g. vein, eight, they</p>	<p>The rich</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Endings which sound like 3/ / en -sion</p>	<p>The poor</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Words with the /ei/ sound spelt ei, eigh, or ey e.g. vein, eight, they</p>	<p>Children</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Words with the /s/ sound spelt sc (Latin in origin) e.g. science</p>	
<p>Term 3 Egypt</p> <p>determiner pronoun, possessive pronoun, adverbial</p>	<p>Persuasive writing (travel brochures)</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure,</p>	<p>Persuasive writing (travel brochures)</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Appropriate choice of pronoun or noun within and across sentences</p>	<p>Instructions</p> <p>discussing and recording ideas</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Endings which sound like spelt -tion, -</p>	<p>ASSESSMENT WEEK</p>	<p>Newspaper reports</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Use of</p>	<p>Newspaper reports</p> <p>organising paragraphs around a theme</p> <p>Use of paragraphs to organise ideas around a theme Possessive apostrophe with plural words</p>		

	<p>vocabulary and grammar</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the girls' names</i>)</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable incl. -ing, -en, er, ed,</p>	<p>to aid cohesion and avoid repetition</p> <p>The suffixes -ation -ly (incl exceptions) -ous</p>	<p>sion, -ssion, -cian /ʃən/,</p>		<p>paragraphs to organise ideas around a theme</p> <p>un-, dis-, mis-, in- (il-, im-, ir-), re-, sub-, inter-, super-, anti-, auto-</p>	<p>e.g. boys', children's</p>		
<p>Term 4 Egypt determiner pronoun, possessive pronoun, adverbial</p>	<p>Poems</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and</p>	<p>ASSESSMENT WEEK</p>	<p>Diary</p> <p>proof-read for spelling and punctuation errors</p> <p>Use of commas after fronted adverbials</p> <p>Homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear,</p>	<p>Narrative-Creation stories</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name,</i></p>	<p>Narrative-Creation stories</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Use of inverted commas and other punctuation to indicate direct</p>			

	<p>avoid repetition</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable incl. -ing, -en, er, ed,</p>			<p><i>the girls' names</i>)</p> <p>Homophones heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>	<p>speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>)</p> <p>Endings which sound like ʒ / əŋ -sion</p>			
<p>Term 5 Rivers Set text: Wind in the willows</p> <p>determiner</p> <p>pronoun, possessive pronoun,</p> <p>adverbial</p>	<p>Characters - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>)</p> <p>accept/except, affect/effect, ball/bawl,</p>	<p>Settings - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Use of commas after fronted adverbials</p> <p>main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>	<p>Narrative - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the girls' names</i>)</p> <p>Possessive apostrophe with plural words e.g. boys', children's</p>	<p>Play scripts - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>un-, dis-, mis-, in- (il-, im-, ir-), re-, sub-, inter-, super-, anti-, auto-</p>	<p>Persuasion/ Debate - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Endings which sound like spelt -tion, -sion, -ssion, -cian /ʃən/,</p>			

	berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male,							
<p>Term 6 Rivers</p> <p>determiner</p> <p>pronoun, possessive pronoun,</p> <p>adverbial</p>	<p>Non chronological report</p> <p>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p>	<p>Explanation</p> <p>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable incl. -ing, -en, er, ed,</p>	<p>Explanation: leaflet</p> <p>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>The grammatical difference between plural and possessive -s</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p>	<p>Recount</p> <p>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>Endings which sound like ʒ/ / ən</p>	<p>Poetry</p> <p>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>)</p>	<p>Poetry</p> <p>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Use of commas after fronted adverbials</p> <p>Words with the /s/ sound spelt sc (Latin in origin) e.g. science</p>	<p>Narrative</p> <p>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the girls' names</i>)</p> <p>Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus</p>	<p>Narrative</p> <p>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league,</p>

	The suffixes -ation -ly (incl exceptions) -ous		incl. -ing, -en, er, ed,	-sion	Words with the /ei/ sound spelt ei, eigh, or ey e.g. vein, eight, they			unique
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