



Year 4 medium term plan Literacy

Planning follows the teaching sequence from reading to writing, ensuring a balance of reading and writing within each unit. Literacy planning is based on high quality literature, poetry and non-fiction texts, which provide inspiration for a final written outcome. Speaking, listening, drama and creative approaches are embedded as key teaching approaches. This ensures speaking and listening objectives are fully covered. Grammar is taught in context and pupils have the opportunity to practice and consolidate skills through discrete games and collaborative activities and explicit sentence level work prior to applying skills in the context of the final written outcome. Spelling is taught discretely however should be practised and driven through the modelling and teaching of writing. I have planned in spelling adjectives which are appropriate to the text being taught, however you must ensure all year group objectives are covered.

Fictional Texts are suggested and approaches drawn from CLPE Book Power Year 4. Please also ensure your order book collections from Islington ELS to support your teaching of each unit.

Grammar terminology to be introduced:

KS1 TERMINOLOGY: *Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma.*

Year 3 content to be introduced:

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or speech marks)

Term 1

Term 2

Evidence for Writing moderation: Please ensure you have annotated pieces of writing with what the child can do and what the child's targets are. Also provide details of any support given if an aided piece and note if the piece was unaided. Work should be stuck in progress books once moderated.

Autumn term 1: Baseline assessment (free piece of writing)

Autumn term 2: Big Writing, Report - CLJ

Spring term 1 Narrative/fiction

Spring term 2: Big Writing/poetry/CLJ (Kenwood House project)

Summer term1: narrative

Summer term 2: Big Writing - non fiction CLJ

Evidence must include, supported and independent and come from Literacy, Big Writing and CLJ. Fiction, non-fiction and poetry represented. (photocopies of work in books can be used).



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	Fiction	Non Fiction	Poetry
<p>Autumn 1 and 2 8 weeks 7 weeks</p> <p>Heroes and Villians</p>	<p>- Myths (Quests) 4 - 5 WEEKS Weeks – Follow CLPE BOOK 3 KrindleKrax by Philip Ridley Reading</p> <p>Outcome: 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 asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. Summarising</p> <p>Written Outcome: Plan/compose and draft and edit Write a myth(quest) focusing on effective characterisation eg: descriptions in the style of wanted posters, job applications. Link dialogue to effective characterisation, interweaving</p>	<p>Report 3-4 weeks – Link to History topic also opportunity to write reports about Krindlekrax/crocodiles</p> <p>The Vikings (Book selections from ELS Islington)</p> <p>Reading Outcome: identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction</p> <p>Written Outcome: Write own report independently based on notes gathered from several resources</p> <p>Grammar Outcome: Use paragraphs to organise ideas around a theme.</p> <p>Spelling Outcome: prefixes sub - subheading, subdivide, submerge Prefix re – redo, refresh, reappear</p> <p>Link to Science units – Report Writing</p>	<p>Vocabulary Building 2 weeks</p> <p>Teaching Poetry 7 – 12 year olds Alan Peat Ks2 Poetry pack – Alan Peat Use Krindlekrax as a theme</p> <p>Reading Outcome: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry</p> <p>Written Outcome: Read, write and perform free verse using rich and exciting vocabulary</p> <p>Grammar Outcome: focus on punctuation and presentation</p> <p>Spelling Outcome: Revision of the suffix -ous</p>



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	<p>Speech and action. Grammar Outcome: Use of speech and other punctuation to indicate speech Expanded Noun phrases – the slithery lizard with razor sharp teeth. Spelling Outcome: The prefixes super – superman, superstar and the prefix ir – irregular, irrelevant, irresponsible (Before a root word starting with r, in Revision of suffixes ture – creature and sure - measure, treasure</p> <p>Link to history topic The Vikings – Viking myth</p> <p>1 – 2 weeks Look at more quests – ON Literacy shed and a quest to save a friend by Alan Peat to work on characterisation</p>		<p>Structure Riddles 1 week Teaching Poetry 7 – 12 year olds Alan Peat Ks2 Poetry pack – Alan Peat</p> <p>Reading Outcome: : preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry Written Outcome: Read and write riddles Grammar Outcome: : focus on punctuation and presentation Spelling Outcome: Look for words to draw out a spelling objective – revision of homophones.</p>
<p>Spring 1 and 2 6 weeks 5 weeks Picture Power Art project/ Leave time to plan and teach Kenwood house project which will be linked to Literacy – end of Spring 1 and start of Spring 2</p>	<p>Story settings 3 weeks</p> <p>Gregory Cool by Caroline Binch – Use CLPE Book Power Year 3</p> <p>Reading Outcome: To identify themes in stories.</p> <p>To infer and empathise and deduce answers from the text.</p>	<p>Persuasion</p> <p>Use Gregory Cool to write advertising brochures about Tobago</p> <p>Reading Outcome: identifying how language, structure, and presentation contribute to meaning.</p> <p>retrieve and record information from non-fiction</p>	<p>Vocabulary Building</p> <p>Moonlight at midnight in Tobago – CLPE Book Power Year 3</p> <p>Reading Outcome: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p>



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	<p>Written Outcome: Writing in role</p> <p>Children plan, compose draft and edit a story about a journey they took to a different location</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.</p> <p>in narratives, creating settings, characters and plot</p> <p>Grammar Outcome: Fronted adverbials – Later that day, I heard bad news – correctly punctuated with a comma.</p> <p>Expanded noun phrases – The crystal, blue water, with tiny fish swimming through it.</p> <p>Spelling Outcome: Prefix – inter – interact, internaional</p> <p>Link to Geography unit comparing UK regions with a contrasting location</p>	<p>Written Outcome: 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>discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Grammar Outcome: Different sentence types, paragraphs and punctuation</p> <p>Spelling Outcome: The suffix ation is added to verbs to form nouns. The rules already learnt still apply. Sensation, relaxation, participation, Link to Geography unit comparing UK</p>	<p>Written Outcome: write free verse focusing on rich vocabulary using a thesaurus to develop language.</p> <p>Grammar Outcome: Focus on punctuation</p> <p>Spelling Outcome: ly suffix</p> <p>Link to art/Kenwood House project</p> <p>Narrative poetry 2 weeks</p> <p>Matilda who told lies and was burned to death <i>by: Hilaire Belloc (1870-1953)</i></p> <p>The Owl and the Pussy Cat by Edward Lear</p> <p>Adventures of Isabel by Odgen Nash</p> <p>The tale of custard the dragon by Ogden Nash</p> <p>Reading outcome: Recite some narrative poetry off by heart.</p> <p>Read and respond</p> <p>Written Outcome: Children can reproduce narrative poetry about a known tale.</p> <p>Spelling Outcome – Look for words to teach year 4 spelling or revise 3 and 4 spelling.</p>
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Writing and Performing a play 2 weeks

Step inside a story by Julia Donaldson (Trad tales)

Reading Outcome: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
identifying how language, structure, and presentation contribute to meaning

Written Outcome: Write and perform a play based on a familiar story.

Grammar Outcome: punctuation and sentence types – questions, commands ,

regions with a contrasting location

Leave time to complete KENWOOD HOUSE project.

If time continue with persuasion, and previously taught genres and link to wider curriculum.



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	<p>Spelling Outcome: homophones</p> <p>Link to wider curriculum – PSHCE/RE</p>		
<p>Summer 1 and 2 6 weeks 7 weeks</p> <p>From Bean to Bar</p>	<p>Stories with a theme 4 weeks The Chocolate Touch by Patrick Skene Catling or Charlie and the Chocolate Factory by Roald Dahyl. Reading Outcome: To explore themes and conventions. Written Outcome: Relate the theme of the story and plan, draft write and edit a story reflecting that theme. Grammar Outcome: Sentence types, punctuation and paragraphing. Spelling Outcome: Endings – tion, sion, ssion, cian – Invention, action,</p>	<p>Explanation 2 WEEKS</p> <p>Link to Literacy Text</p> <p>Reading Outcome: identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction</p> <p>Written Outcome: Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style.</p> <p>Grammar Outcome:</p> <p>Spelling Outcome: Endings – tion,</p>	



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<p>Confession, admission, permission, Tension, extension Magician, mathematician</p>	<p>Confession, admission, permission, Tension, extension Magician, mathematician</p>	
<p>Link to stories with themes in the wider curriculum – PSHCE/ RE/GEOGRAPHY</p>	<p>Focus on spellings - previously taught.</p>	
	<p>Link to Science and DT – Explanation writing about how chocolate is made.</p>	
<p>Author Study – Roald Dahyl 5 weeks</p> <p>The BFG/ Danny Champion of the World/ The Twits/The Witches</p> <p>Charlie and the Chocolate Factory, if not studied previously – Use CLPE Book Power year 3 and 6 for ideas</p> <p>Reading Outcome: To explore and interpret the way Roald Dahyl writes</p> <p>To understand and respond the themes that are dealt with in his book</p> <p>To deduce, predict, infer and summarise.</p>	<p>Discussion 2 weeks</p> <p>Link to Roald Dahyl text</p> <p>Reading Outcome: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Written Outcome: Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter</p> <p>Grammar Outcome: Different openers and cause and effect connectives</p>	



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	<p>To personally respond and discuss texts.</p> <p>Written Outcome:</p> <p>Writing in role</p> <p>Biography of author,</p> <p>Planning own narratives,</p> <p>Reviewing booksLetter to authors and characters</p> <p>Grammar Outcome: All year 4 grammar outcomes</p> <p>Spelling Outcome – Prefix auto and other spellings</p>	<p>Spelling Outcome: Homophones and near homophones</p> <p>Link to Wider curriculum – Fair trade,</p> <p>Please ensure you keep applying previously taught genres in CLJ where possible</p> <p>Reports, persuasion, explanation, discussion poetry and narrative. – Also any genres taught previously in year 3 and ks1</p>	
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