|  |  |
| --- | --- |
|  | **Y4 Long term English Planning** |
| Text Structure | **Fiction: To entertain****Expected:**1. **Secure use of planning tools**: Story map / story mountain / story grids/ ’Boxing-up’ grid
2. **Plan opening** – description / action
3. **Paragraphs - to organise, to indicate change in time or place**
4. **Extended vocabulary and sentences within developed 5 part story:**
* *Opening including detailed description of setting or characters*
* *Build-up – build up suspense towards the dilemma*
* *Problem / Dilemma – include detail with actions and dialogue*
* *Resolution – should link with the problem – distinctly different to the ending*
* *Ending – clear ending links back with the start – reflection of character or events*

**Non-fiction: To inform, To persuade****Expected:** 1. **Secure use of planning tools:** Text map / washing line / ‘Boxing –up’ grid
2. **Paragraphs – organise ideas around a theme, logical, link between paragraphs with connecting phrases e.g** *as mentioned earlier, in addition, furthermore*
3. **Introduction:**
* Heading
* Hook to engage reader Factual statement / definition – Who? What? Where? Why? When? How?
1. **Middle section(s):**
* Group related ideas / facts into sections
* Sub headings to introduce sentences /sections
* Use of lists – what is needed / lists of steps to be taken - Bullet points for facts, diagrams
1. **Ending – develop further**
* Personal response
* Extra information – fact boxes, e.g. five further facts…
* Final wow comment

**All text types:**1. **The consistent use of present tense** versus past tense throughout texts
2. **Use of the perfect form of verbs –** present perfect instead of simple past: ‘he has left his hat behind’ instead of ‘he left his hat behind’
3. **Appropriate choice of pronouns / nouns / to aid cohesion – within and across sentences**

**Introduce:**1. **Use of the topic sentence to start paragraphs**
2. **Appropriate choice of synonyms to aid cohesion – e.g** *the bat, the creature, beast*
 |
| Sentence Construction | **Expected:**1. **Varied length of sentences:** Long to add description and information, short to make key points or for emphasis
2. **Start sentences with a simile**
3. **Adverbial starters to add ‘where’, when’ or ‘how’ (fronted adverbials) including commas**
* A few days ago, we discovered…
* At the back of my eye, ….
* In a strange way, he…..
1. **Compound sentences using** coordinating conjunctions - and/or/ but/so/ for/nor/yet (FANBOYS)
2. **Additional subordinating conjunctions:** while, when, that, if, until, although, meanwhile, therefore
3. **‘ing’ clauses as sentence starters: expand further**
* Sighing as he looked at his books, the boy began his homework.
1. **Expanded noun phrases** – modified by adjectives, nouns and prepositional phrases*: the strict teacher* becomes: *the strict maths teacher with curly hair*

**Introduce:**1. **‘ed’ clauses as starters**
* Frightened, the weary soldier made his way towards to front line.
1. **Drop in ‘ing’ clause**
* Jane, laughing at the teacher, fell from her chair.
1. **Complex sentences:** Use of ‘who / which/ whose / that’ (relative clause)
* The girl, whose hair was jet black, raced through the street.
1. **Sentence of 3 for action:**
* Sam rushed down the road, jumped on the bus and sank into the chair.
1. **Dialogue –** use verb+ adverb
 |
| Word – language | **Expected:**1. **Prepositions**: at, underneath, since, towards
2. **Conditionals:** could, should, would
3. **Adverbs for description**: The snow fell gently
4. **Adverbs for information**: Lift the pot carefully
5. **Powerful verbs**: stare, tremble, slither
6. **More specific technical or deliberately chosen vocabulary to describe**
7. **Proper nouns – define**
8. **Plural and possessive s – the grammatical difference**
9. **Suffixes and prefixes**
10. **Word families around common words: teach / teacher / teaching**
11. **Use of determiners to be grammatically correct:** a/an**. Use of determiners to make choices**: the cat / a cat / one cat / many cats
 |
| Handwriting | **Expected:**1. Ensure all cursive joins are secure when writing in pen.
2. Sustain cursive style in longer pieces of writing.
 |
| Spelling | **Expected:**1. Application of taught spelling rules from Spelling Appendix 1.
2. Use of a range of techniques to proof read and check spellings
3. Spell correctly most words from the Year 3 / 4 spelling list – show evidence in writing and in spelling checks
 |
| Punctuation | **Consolidate**1. Capital Letters: *all uses*
2. Full stops
3. Question marks
4. Exclamation marks
5. Speech bubble
6. Bullet points
7. Commas in a list
8. Commas after an –ly opener or a fronted adverbial
9. Inverted commas
10. Apostrophes for contraction
11. Apostrophes for possession (singular)
12. Colon to introduce a list
13. Ellipses

**Introduce:**1. Commas to mark clauses
2. Full punctuation within inverted commas
3. Apostrophes for plural possession
 |
| terminology | **YR:**1. Letter
2. Word
3. Finger spaces
4. sentence
5. Full stops
6. Capital letter

**Y1**1. Punctuation
2. Question mark
3. Exclamation mark
4. Speech bubble
5. Bullet points
6. Singular/ plural

**Y2**1. Noun / noun phrase
2. Adjective
3. Verb
4. Adverb
5. Conjunction
6. comma
7. Inverted commas
8. Apostrophe – contraction / possession
9. Statement
10. Question
11. Exclamation
12. Command
 | 1. Suffix
2. Compound
3. tense
4. homophone
5. alliteration
6. simile
7. inverted commas
8. proof read
9. edit

**Y3**1. Prefix
2. Imperative verb
3. Conjunction – coordinating / subordinating
4. Preposition
5. Direct speech
6. Determiner
7. Consonant
8. vowel
9. Clause
10. Subordinate clause
11. Relative clause
12. colon

**Y4**1. Pronoun
2. Possessive pronoun
3. Relative pronoun
4. Adverbial
5. Fronted adverbial
 |