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|  | **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 |