| | High Ercall Primary School<br>Y4 Long term English Planning |
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| **Text composition** | **All writing:**<br>**Expected:**<br>**1.** Use reading models to support understanding of text structure, vocabulary and grammar.<br>**2.** Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid<br>**3.** Plan and organise paragraphs - to indicate change in time or place<br>**4.** Read own writing (including out loud) and that of others and start to make suggestions for improvements<br>**5.** Proof read short sections of writing for spelling and grammar errors<br>**6.** The consistent use of present tense versus past tense throughout all texts<br>**7.** 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'<br>**Fiction:**<br>**8.** Create detailed settings, characters and a clear plot.<br>**9.** Extended vocabulary and sentences within developed 3 part story:<br>• *Opening including detailed description of setting or characters*<br>• *Problem / Dilemma – include detail with actions and dialogue*<br>• *Ending – clear ending links back with the start – reflection of character or events*<br><br>**Non-fiction:**<br>**Expected:**<br>**1.** Organise non-narratives using simple organisational devices<br>**2.** Paragraphs – organise ideas around a theme, logical, link between paragraphs with connecting phrases e.g *as mentioned earlier, in addition, furthermore*<br>**3.** Introduction:<br>• Heading<br>**4.** Middle section(s):<br>• Group related ideas / facts into sections<br>• Sub headings to introduce sentences /sections<br>**5.** Ending – develop further<br>• Personal response<br>• Extra information – fact boxes, e.g. five further facts…<br>Introduce:<br>**6.** Use of the topic sentence to start paragraphs<br>**7.** Appropriate choice of synonyms to aid cohesion – e.g *the bat, the creature, beast* |
| **Sentence Construction** | **Expected:**<br>**1.** Understanding of single clause sentences – subject / verb<br>**2.** Write dictated sentences with accuracy.<br>**3.** Adverbial starters to add 'where', when' or 'how' (fronted adverbials) including commas<br>• A few days ago, we discovered…<br>• At the back of my eye, ….<br>• In a strange way, he…..<br>**4.** Compound sentences using coordinating conjunctions - and/or/ but/so/ for/nor/yet (FANBOYS)<br>**5.** Additional subordinating conjunctions: while, when, that, if, until, although, meanwhile, therefore<br>**6.** 'ing' clauses as sentence starters: expand further<br>• Sighing as he looked at his books, the boy began his homework.<br>**7.** Expanded noun phrases – modified by adjectives, nouns and prepositional phrases*: the strict teacher* becomes: *the strict maths teacher with curly hair*<br>**8.** Prepositions, conjunctions and adverbs to express time or place: before, after, during, in |

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| | **9.** Sentences with direct speech.<br>**10.** Topic sentences with some detail, to introduce non-fiction paragraphs:<br>**Introduce:**<br>**11.** Dialogue – use verb+ adverb |
| **Word – language** | **Expected:**<br>**1.** Prepositions: at, underneath, since, towards<br>**2.** Conditionals: could, should, would<br>**3.** Adverbs for description: The snow fell gently<br>**4.** Adverbs for information: Lift the pot carefully<br>**5.** Powerful verbs: stare, tremble, slither<br>**6.** More specific technical or deliberately chosen vocabulary to describe<br>**7.** Proper nouns – define<br>**8.** Plural and possessive s – the grammatical difference<br>**9.** Suffixes and prefixes<br>**10.** Word families around common words: teach / teacher / teaching<br>**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:**<br>**1.** The sizing of all letters is consistent and ascenders / descenders clear.<br>**2.** It is clear that capital letters and some letters are not joined.<br>**3.** Ensure all cursive joins are secure when writing in pen.<br>**4.** Sustain cursive style in longer pieces of writing. |
| **Spelling** | **Expected:**<br>**1.** Use further prefixes and suffixes – understand root words and how to add prefixes and suffixes.<br>**2.** Spell and know further homophones<br>**3.** Application of taught spelling rules from Spelling Appendix 1.<br>**4.** Use of a range of techniques to proof read and check spellings<br>**5.** Spell correctly most words from the Year 3 / 4 spelling list – show evidence in writing and in spelling checks |
| **Punctuation** | **Consolidate**<br>**1.** Capital Letters: *all uses*<br>**2.** Full stops<br>**3.** Question marks<br>**4.** Exclamation marks<br>**5.** Speech bubble<br>**6.** Commas in a list<br>**7.** Commas after an –ly opener or a fronted adverbial<br>**8.** Inverted commas<br>**9.** Apostrophes for contraction<br>**10.** Apostrophes for possession (singular)<br>**Introduce:**<br>**11.** Commas to mark clauses<br>**12.** Punctuation within inverted commas – use of capital letter, final punctuation<br>**13.** Apostrophes for plural possession |
| **terminology** | **YR:**<br>**1.** Letter<br>**2.** Word<br>**3.** Finger spaces<br>**4.** sentence<br>**5.** Full stops<br>**6.** Capital letter<br>**Y1**<br>**7.** Punctuation<br>**8.** Question mark<br>**23.** Suffix<br>**24.** Compound<br>**25.** tense<br>**26.** homophone<br>**27.** alliteration<br>**28.** simile<br>**29.** inverted commas<br>**30.** proof read<br>**31.** edit<br>**Y3** |

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| | **9.** Exclamation mark<br>**10.** Speech bubble<br>**11.** Singular/ plural<br>**Y2**<br>**12.** Noun / noun phrase<br>**13.** Adjective<br>**14.** Verb<br>**15.** Adverb<br>**16.** Conjunction<br>**17.** comma<br>**18.** Apostrophe – contraction / possession<br>**19.** Statement<br>**20.** Question<br>**21.** Exclamation<br>**22.** Command | **32.** Prefix<br>**33.** Imperative verb<br>**34.** Conjunction – coordinating / subordinating<br>**35.** Preposition<br>**36.** Direct speech<br>**37.** Determiner<br>**38.** Consonant<br>**39.** Vowel<br>**40.** Clause<br>**Y4**<br>**41.** Clause – main / subordinate<br>**42.** Pronoun<br>**43.** Possessive pronoun<br>**44.** Relative pronoun<br>**45.** Adverbial<br>**46.** Fronted adverbial |