

# English

# Year 4 Spring Term

## Mr. G. Jennings

Range  
 Fiction and poetry: Stories/novels about imagined worlds: sci fi, fantasy adventures; stories in series; classic and modern poetry, including poems from different cultures and times;  
 Non-Fiction: (i) information books on same or similar themes; (ii) explanations

Medium Term Targets: 1. Identify and use expressive, figurative and descriptive language to create effects in poetry and prose.	2. Use skimming, scanning and notemaking to identify and present the gist or key points in texts.
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### Continuous objectives

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TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
	Pupils should be taught:  Sentence construction and punctuation 2 beginning to use the apostrophe appropriately in their own writing; 4 to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective.	Pupils should be taught: Revision and consolidation from Year 3  1 to read and spell words through: <ul style="list-style-type: none"> <li>▪ identifying phonemes in speech and writing;</li> <li>▪ blending phonemes for reading;</li> <li>▪ segmenting words into phonemes for spelling;</li> <li>▪ correct reading and spelling of high frequency words from KS1 and Y3;</li> <li>▪ using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;</li> <li>▪ recalling the high frequency words learnt in KS1 and Y3;</li> </ul> Spelling strategies 2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;  3 to use independent spelling strategies, including: <ul style="list-style-type: none"> <li>▪ sounding out and spelling using phonemes;</li> <li>▪ using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);</li> <li>▪ spelling by analogy with other known words, e.g. light fright;</li> <li>▪ using word banks, dictionaries;</li> </ul> 4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;  8 to read and spell accurately the words in Appendix List 2;  Handwriting 14 to use joined handwriting for all writing except where other special forms are required; 15 to build up speed, e.g. particularly for notes, drafts, lists; 16 to know when to use: <ul style="list-style-type: none"> <li>▪ a clear neat hand for finished presented work; informal writing for every day informal work, rough drafting etc.;</li> </ul> 17 to ensure consistency in size and proportions of letters and spacing between letters and words.

Children will have spelling lists to learn in preparation for weekly tests. The words will be drawn from the words in NLS Appendix List 2 and lists of words will be constructed to support the learning of the term's "spelling conventions and rules" objectives. Children will have several short handwriting "instruction and practise" sessions each week.

# Week 1: Information books

Information books on same or similar themes			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
Geography Kolo (New Guinea) Life in St. Lucia  Science Animals series  History Various texts	<b>Reading comprehension</b> 15 to appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list; 16 to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search; 17 to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text; 18 to mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these; 19 to identify how and why paragraphs are used to organise and sequence information; <a href="#">Grammar for Writing p 92-3</a>  <b>Writing composition</b> 21 to make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form;  22 to fill out brief notes into connected prose;  23 to collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram;	<b>Grammatical awareness</b> 1 to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry: <ul style="list-style-type: none"> <li>▪ constructing adjectival phrases;</li> <li>▪ examining comparative and superlative adjectives;</li> <li>▪ comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold);</li> <li>▪ relating them to the suffixes which indicate degrees of intensity (e.g. -ish, -er, -est);</li> <li>▪ relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot;</li> </ul> <b>Sentence Construction and Punctuation</b> 3 to understand the significance of work order, e.g. some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words) subsequent words governed to preceding ones; <a href="#">Grammar for Writing S1 p 86-7; S3&amp;4 p90-1</a>	<b>Spelling strategies</b> 2 to use independent spelling strategies including: <ul style="list-style-type: none"> <li>▪ building from other words with similar patterns and meanings, e.g. medical, medicine;</li> </ul> <b>Vocabulary extension</b> 12 to define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes.

# Week 2 and 3: Stories in series

Stories in series			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
Awful Annie Worst Witch Ginger Ninga	<b>Reading comprehension</b> 3 to compare and contrast settings across a range of stories, to evaluate, form and justify preferences;  5 to understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile;  8 to review a range of stories identifying, e.g. authors, themes or treatments;  <b>Writing composition</b> 10 to develop use of settings in own writing, making use of work on adjectives and figurative language to describe settings effectively;  13 to write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes;  14 notemaking: to edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reasons for editorial choices.	<b>Grammatical awareness</b> 1 to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry: <ul style="list-style-type: none"> <li>▪ constructing adjectival phrases;</li> <li>▪ examining comparative and superlative adjectives;</li> <li>▪ comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold);</li> <li>▪ relating them to the suffixes which indicate degrees of intensity (e.g. -ish, -er, -est);</li> <li>▪ relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot;</li> </ul> <a href="#">Grammar for Writing S1 p 86-7</a>	<b>Spelling conventions and rules</b> 5 to investigate what happens to words ending in 'f' when suffixes are added; <a href="#">W 5 – page 28</a>  6 to spell words with the common endings: ight, etc. <a href="#">W6 – page 29</a>  <b>Vocabulary extension</b> 9 to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. got, nice, good, then.

## Week 4 and 5: Explanation

Explanation			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
To be decided	<p>Reading comprehension</p> <p>20 to identify from the examples the key features of explanatory texts:</p> <ul style="list-style-type: none"> <li>purpose: to explain a process or to answer a question;</li> <li>structure: introduction, followed by sequential explanation, organised into paragraphs;</li> <li>language features: usually present tense; use of connectives of time and cause and effect; use of passive voice;</li> <li>presentation: use of diagrams, other illustrations;</li> </ul> <p>Writing composition</p> <p>24 to improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering;</p> <p>25 to write explanations of a process, using conventions identified through reading.</p>	<p>Sentence Construction and Punctuation</p> <p>4 to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective.</p> <p><a href="#">Grammar for Writing S3&amp;4 p90-1</a></p>	<p>Vocabulary extension</p> <p>13 a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. wash..able, hope..ful, shock..ing, child..like, hero..ic, road..worthy:</p>

## Week 6 and 7: Poetry

Classic and modern poetry, including poems from different cultures and times			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
To be decided	<p>Reading comprehension</p> <p>5 to understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile;</p> <p>6 to identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words;</p> <p>7 to identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couples, alternate line rhymes and to read these aloud effectively;</p> <p>Writing composition</p> <p>11 to write poetry based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes.</p> <p>13 to write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes;</p> <p>14 notemaking: to edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reasons for editorial choices.</p>	<p>Grammatical awareness</p> <p>1 to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry:</p> <ul style="list-style-type: none"> <li>constructing adjectival phrases;</li> <li>examining comparative and superlative adjectives;</li> <li>comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold);</li> <li>relating them to the suffixes which indicate degrees of intensity (e.g. -ish, -er, -est);</li> <li>relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot;</li> </ul> <p><a href="#">Grammar for Writing S1 p 86-7</a></p>	<p>Revision and consolidation from Year 3</p> <p>1 to read and spell words through:</p> <ul style="list-style-type: none"> <li>identifying syllabic patterns in multi-syllabic words;</li> </ul> <p>Vocabulary extension</p> <p>11 to understand that vocabulary changes over time e.g. through collecting words which have become little used and discussing why, e.g. <i>wireless</i>, <i>frock</i></p>

## Week 8, 9 and 10 : Imagined worlds: sci-fi and fantasy stories

Stories/Novels about imagined worlds: Sci-fi, fantasy adventure			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
To be decided	<p>Reading comprehension</p> <p>1 to understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail;</p> <p>2 to understand how settings influence events and incidents in stories and how they affect characters' behaviour;</p> <p>4 to understand how the use of expressive and descriptive language can , e.g. create moods, arouse expectations, build tension, describe attitudes or emotions;</p> <p>8 to review a range of stories identifying, e.g. authors, themes or treatments;</p> <p>9 to recognise how certain types of texts are targeted at particular readers to identify intended audience, e.g. junior horror stories;</p> <p>12 to collaborate with others to write stories in chapters, using plans with particular audiences in mind;</p>	<p>Grammatical awareness</p> <p>1 to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry:</p> <ul style="list-style-type: none"> <li>constructing adjectival phrases;</li> <li>examining comparative and superlative adjectives;</li> <li>comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold); relating them to the suffixes which indicate degrees of intensity (e.g. -ish, -er, -est);</li> <li>relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot;</li> </ul> <p>Sentence Construction and Punctuation</p> <p>2 to use the apostrophe accurately to mark possession through:</p> <ul style="list-style-type: none"> <li>identifying possessive apostrophes in reading and to whom or what they refer;</li> <li>understanding basic rules for apostrophising singular nouns, e.g. the man's hat; for plural nouns ending in 's', e.g. the doctors' surgery and for irregular plural nouns, e.g. men's room, children's playground;</li> <li>distinguishing between uses of the apostrophe for contraction and possession;</li> </ul> <p>Grammar for Writing S1 p 86-7; S2 p88-9</p>	<p>Spelling conventions and rules</p> <p>5 to investigate what happens to words ending in "f" when suffixes are added; W 5 – page 28</p> <p>6 to spell words with the common endings: -ight, etc. W6 – page 29</p> <p>7 to recognise and spell the prefixes: al- etc.; W 7 – page 30</p> <p>Vocabulary extension</p> <p>10 to explore and discuss the implications of words which imply gender, including the -ess suffix, e.g. prince/princess, fox/vixen, king/queen;</p>

## Week 11: Information books

Information books on same or similar themes			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>Science Animals series</p> <p>History Various texts</p>	<p>Reading comprehension</p> <p>15 to appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list;</p> <p>16 to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search;</p> <p>17 to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text;</p> <p>18 to mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these;</p> <p>19 to identify how and why paragraphs are used to organise and sequence information; <a href="#">Grammar for Writing p 92-3</a></p> <p>Writing composition</p> <p>21 to make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form;</p> <p>22 to fill out brief notes into connected prose;</p> <p>23 to collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram;</p>	<p>Grammatical awareness</p> <p>1 to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry:</p> <ul style="list-style-type: none"> <li>constructing adjectival phrases;</li> <li>examining comparative and superlative adjectives;</li> <li>comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold);</li> <li>relating them to the suffixes which indicate degrees of intensity (e.g. -ish, -er, -est);</li> <li>relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot;</li> </ul> <p>Sentence Construction and Punctuation</p> <p>3 to understand the significance of work order, e.g. some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words) subsequent words governed to preceding ones; <a href="#">Grammar for Writing S1 p 86-7; S3&amp;4 p90-1</a></p>	<p>Spelling strategies</p> <p>2 to use independent spelling strategies including:</p> <ul style="list-style-type: none"> <li>building from other words with similar patterns and meanings, e.g. medical, medicine;</li> </ul> <p>Vocabulary extension</p> <p>12 to define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes.</p>

## Week 12: To be decided