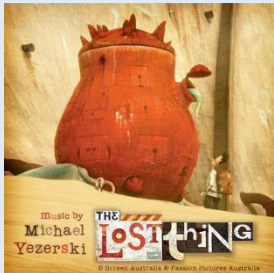
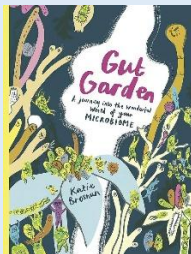
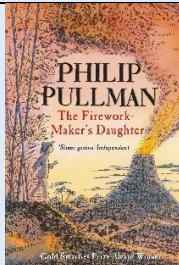
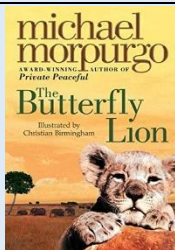
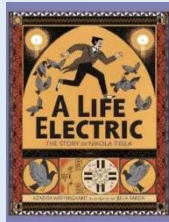
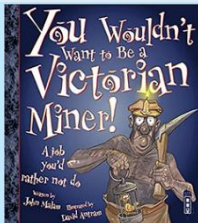
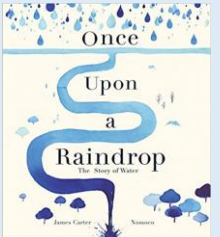
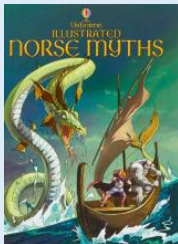
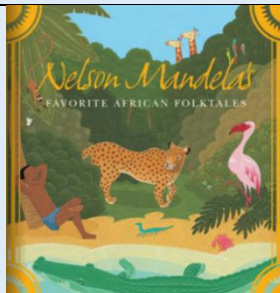
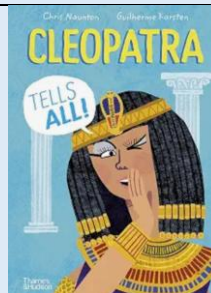
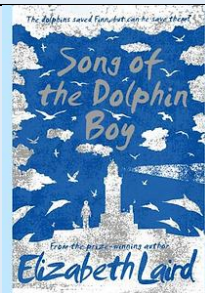
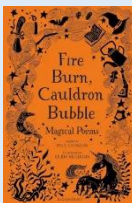
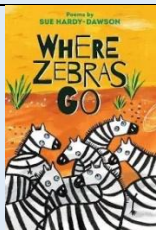
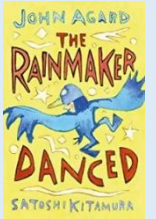
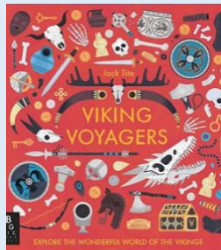
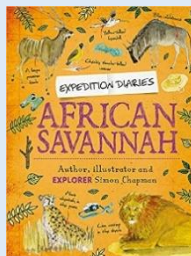
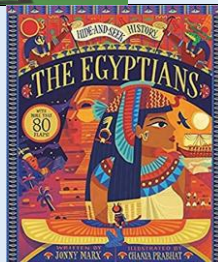
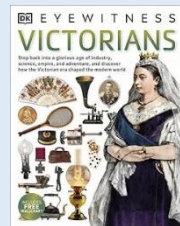
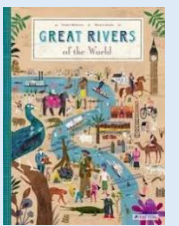


Hill View Academy English Curriculum Long Term Plan

Year 4

Topics	What is it like in Whitby? Wonderful Whitby Fang-tastic Whitby	Raiders or Traders Viking Voyagers	Africa is not a Country! Amazing Africa	Tomb Raiders! Exciting Egyptians	Victorians Up the Chimneys, Down the Mine.	H2O
Key Text	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
						
Supplementary texts						
Storytime		 				
Reading for Pleasure Texts	Class library	Class library	Class library	Class library	Class library	Class library
Rhymes and Poems	 	 	 			
Non-Fiction Text	Leaflets and holiday brochures about Whitby		 			

Writing Text Type	Persuasive letter Narrative – character description Recount Holiday Brochure	Myths and Legend Narrative Setting Description Poetry - Kennings Recount / report	Explanation Balanced Argument	Narrative: Story with a historical setting Biography	Diary Entry Biography Persuasion- Sell a Victorian locally made product	Poetry Narrative
RAFT	Persuasive letter R - To persuade and express a clear point of view. A - A specific person or a group of people F - Opinionated phrases, rhetorical questions, emotive language, facts and evidence, modal verbs. Structural features: Greeting, introduction, main body, conclusion, sign-off. T – Formal, polite, respectful, confident. Narrative R – to entertain A – KS2 Children F – tense, first person, time conjunctions, events organised into paragraphs, cohesion, expanded noun phrases, describe character’s appearance, feelings, may include dialogue, show more about the character by what they do or say apostrophes for possession T – informal tone Recount / Report R – to inform / retell events. A – KS2 children F - First or third person Past tense (sometimes present) Title Summary introduction sets the scene with the five Ws; Where? Why? Who? What? When? 5Whs Sub-headings Time conjunctions Chronological order	Myths and legends Narrative setting Description R – to entertain A - All F - tense, first person, time conjunctions, events organised into paragraphs, cohesion, adjectives and adjectival phrases to create atmosphere expanded noun phrases, describes what can be seen, heard, smelt and/or touched T – informal Poetry R – : Poems can have many different purposes, e.g. to amuse, to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage. A - all F – Rhyme, Metre: rhythm, stress patterns (syllable patterns (e.g. 5, 7, 5 syllables in the three lines of a haiku). Imagery: e.g. simile, metaphor and personification. Rich vocabulary: powerful nouns, verbs, adjectives, invented words and unusual word combinations. Sound effects: alliteration, assonance (repetition of the same vowel phoneme in the middle of a word, especially where rhyme is absent: cool/food) onomatopoeia T - informal Recount / Report R – to inform retell events. A - all F - First or third person Past tense (sometimes present) Headline	Explanation R – to explain a process or to answer a question (How or Why?) A - All F - Generally (but not always) written in simple present tense Third person chronological order introduction, followed by sequential explanation, organised into paragraphs - may include sub-headings, numbering use of connectives of time, sequencing adverbs and cause and effect; use of passive voice connectives, subheadings and numbering. expanded noun phrases, use of passive voice use of diagrams and other illustrations, charts, graphs, may need a caption technical (subject-specific) words T – informal Balanced Argument - R – To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples. A - all F– Simple present tense, Often refers to generic rather than specific participants, Uses reinforcing and opposing adverbs rather than sequencing adverbs to link ideas between sentences and paragraphs. (This proves that ... As a result of ... Therefore ...) Use of rhetorical questions. Use memorable or alliterative slogans. Address the	Narrative R – to entertain A - peers F - introduction, build-up, problem, resolution and ending Paragraphs connectives and commas to extend simple sentences described the characters by what they say and do connectives and commas to extend simple sentences apostrophes for possession, ellipsis, dialogue or indirect speech show more about the character by what they do or say T - informal Biography R – to inform A - all F –present, past tense Third person Overall introduction Use of short statement to introduce each new item Generalisations and specific information Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs - link information within paragraphs with a range of conjunctions. Develop use of a topic sentence T - impersonal language	Diary Entry R – to inform retell events. A – KS2 children F - First or third person Past tense (sometimes present) Headline Summary introduction sets the scene with the five Ws; Where? Why? Who? What? When? 5Whs Sub-headings Time conjunctions Chronological order Paragraphs to organise ideas around a theme – sub-headings Link information within paragraphs with a range of conjunctions. wider range of connectives, such as meanwhile, following, Logical organisation Group related paragraphs Description Include pictures and captions May include a quote from an eye-witness Closing statement T – formal Biography R – to inform A - all F –present, past tense Third person Overall introduction Use of short statement to introduce each new item Generalisations and specific information Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs - link information within paragraphs with a range of conjunctions. Develop use of a topic sentence T - impersonal language	Poetry R – : Poems can have many different purposes, e.g. to amuse, to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage. A - all F – Rhyme, Metre: rhythm, stress patterns (syllable patterns (e.g. 5, 7, 5 syllables in the three lines of a haiku). Imagery: e.g. simile, metaphor and personification. Rich vocabulary: powerful nouns, verbs, adjectives, invented words and unusual word combinations. Sound effects: alliteration, assonance (repetition of the same vowel phoneme in the middle of a word, especially where rhyme is absent: cool/food) onomatopoeia T - informal Narrative R – to entertain A - peers F - introduction, build-up, problem, resolution and ending Paragraphs connectives and commas to extend simple sentences described the characters by what they say and do connectives and commas to extend simple sentences apostrophes for possession, ellipsis, dialogue or indirect speech show more about the character by what they do or say T - informal

	Paragraphs to organise ideas around a theme – sub-headings Link information within paragraphs with a range of conjunctions. wider range of connectives, such as meanwhile, following, Logical organisation Group related paragraphs Description Include pictures and captions May include a quote from an eye-witness Closing statement T - formal Holiday Brochure R – To inform, persuade A – Adults F – present tense, third person, An opening statement sub-headings Logical organisation: group related paragraphs to organise ideas around a theme Use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. ‘if..., then’; ‘on the other hand...’; ‘finally’; ‘so’. Elaboration/explanation, evidence and example(s) for each key point Imperative (bossy) verbs, Statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments Short sentences for emphasis. Repetition to persuade Exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words, rhetorical questions, slogans . May include bias or opinion presented as facts A closing statement repeats and reinforces the original thesis. T – formal tone	Summary introduction sets the scene with the five Ws; Where? Why? Who? What? When? 5Whs Sub-headings Time conjunctions Chronological order Paragraphs to organise ideas around a theme – sub-headings Link information within paragraphs with a range of conjunctions. wider range of connectives, such as meanwhile, following, Logical organisation Group related paragraphs Develop use of a topic sentence Description Include pictures and captions May include a quote from an eye-witness Closing statement T - formal	reader directly, Use simple psychology to appeal to the reader’s judgement. (Everyone knows that ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You’d be foolish not to sign up.) uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). T - Adopt a friendly and informal tone if appropriate to the task		Persuasion – letter to raise awareness of an issue R - Persuasion - to argue a case from a particular point of view and to encourage the reader towards the same way of seeing A - F – present tense, third person, An opening statement - the issue – opinion? sub-headings group related paragraphs to organise ideas around a theme Arguments supported by reasons and factual evidence Use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. ‘if..., then’; ‘on the other hand...’; ‘finally’; ‘so’. use of logical and cause and effect connectives to link arguments in paragraphs Elaboration/explanation, evidence and example(s) for each key point Imperative (bossy) verbs, Statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments Short sentences for emphasis. Repetition to persuade Exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words, rhetorical questions, slogans. Emotive language Rhetorical questions May include bias or opinion presented as facts A closing statement repeats and reinforces the original thesis. T – formal tone	
--	---	---	--	--	---	--

Generating Ideas Creating Information	<u>Persuasive Letter</u> Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact. Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information. Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points. Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.	<u>Myths and Legend Narrative</u> Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. Plan complete stories by identifying stages in the telling: introduction–build-up–climax or conflict-resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. <u>Poetry – Kennings</u> Be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to express a preference Describe poem’s impact and explain own interpretation by referring to the poem; comment on the use of similes and expressive language to create images, sound effects and atmosphere. Discuss the poem’s form and suggest the effect on the reader Vary volume, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and images to enhance a poem’s meaning Use language playfully to exaggerate or pretend	<u>Explanation</u> Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs – language features: usually present tense; use of connectives of time and cause and effect; use of passive voice – presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings and numbering. Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again. <u>Balanced Argument</u> Fill out brief notes into connected prose. Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. Begin to use graphic organisers as a tool to support writing up of information.	<u>Narrative: Story with a historical setting</u> Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. Plan complete stories by identifying stages in the telling: introduction–build-up–climax or conflict- resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. <u>Biography</u> Fill out brief notes into connected prose. Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. Begin to use graphic organisers as a tool to support writing up of information. In exploring persuasive texts, and those presenting a particular argument (begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced.	<u>Diary Entry</u> Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. Include recounts when creating paper or screen-based information texts. <u>Biography</u> Fill out brief notes into connected prose. Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. Begin to use graphic organisers as a tool to support writing up of information. In exploring persuasive texts, and those presenting a particular argument (begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Develop and refine ideas in writing using planning and problem-solving strategies. Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides,	<u>Poetry</u> Be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to express a preference Describe poem’s impact and explain own interpretation by referring to the poem; comment on the use of similes and expressive language to create images, sound effects and atmosphere. Discuss the poem’s form and suggest the effect on the reader Vary volume, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and images to enhance a poem’s meaning Use language playfully to exaggerate or pretend Use similes to build images and identify clichés in own writing Write free verse Use a repeating pattern Experiment with simple forms <u>Narrative</u> Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. Plan complete stories by identifying stages in the telling: introduction–build-up–climax or conflict-resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; use details to

	Narrative – character description Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. Plan complete stories by identifying stages in the telling: introduction–build-up–climax or conflict- resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. Recount / report Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. Include recounts when creating paper or screen-based information texts. Holiday Brochure Read and analyse a range of persuasive texts to identify key	Use similes to build images and identify clichés in own writing Write free verse Use a repeating pattern Experiment with simple forms Recount / report Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. Include recounts when creating paper or screen-based information texts.	In exploring persuasive texts, and those presenting a particular argument (begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Develop and refine ideas in writing using planning and problem-solving strategies. Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	Develop and refine ideas in writing using planning and problem-solving strategies. Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	secondary considerations and explain the reasons for the editorial choices. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style. <u>Persuasion- Sell a Victorian locally made product</u> Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words. Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples. Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. ‘if..., then’; ‘on the other hand...’; ‘finally’; ‘so’.	build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.
--	--	--	---	---	--	--

	features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words. Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples. Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. ‘if..., then’; ‘on the other hand...’; ‘finally’; ‘so’.					
Grammar and Punctuation <i>Terminology:</i> determiner, pronoun, possessive pronoun, adverbial, word family,	Grammar: Organise and demarcate paragraphs appropriately. Children consistently use the correct form of ‘a’ or ‘an’ Use conjunctions, adverbs and prepositions to express time and cause including fronted adverbials. Explain why they have chosen a particular verb tense. Use the present perfect form of verbs with more accuracy. Understand and use grammatical terminology	Grammar: Organise and demarcate paragraphs appropriately. Children consistently use the correct form of ‘a’ or ‘an’ Use conjunctions, adverbs and prepositions to express time and cause including fronted adverbials. Explain why they have chosen a particular verb tense. Use the present perfect form of verbs with more accuracy. Understand and use grammatical terminology (English Appendix 2) accurately and appropriately	Grammar: Organise and demarcate paragraphs appropriately. Children consistently use the correct form of ‘a’ or ‘an’ Use conjunctions, adverbs and prepositions to express time and cause including fronted adverbials. Explain why they have chosen a particular verb tense. Use the present perfect form of verbs with more accuracy. Understand and use grammatical terminology (English Appendix 2) accurately and appropriately	Grammar: Organise and demarcate paragraphs appropriately. Children consistently use the correct form of ‘a’ or ‘an’ Use conjunctions, adverbs and prepositions to express time and cause including fronted adverbials. Explain why they have chosen a particular verb tense. Use the present perfect form of verbs with more accuracy. Understand and use grammatical terminology	Grammar: Organise and demarcate paragraphs appropriately. Children consistently use the correct form of ‘a’ or ‘an’ Use conjunctions, adverbs and prepositions to express time and cause including fronted adverbials. Explain why they have chosen a particular verb tense. Use the present perfect form of verbs with more accuracy. Understand and use grammatical terminology (English Appendix 2) accurately and appropriately	Comparative and superlative adjectives Recap of all taught throughout the year.

	(English Appendix 2) accurately and appropriately Choose nouns or pronouns appropriately across a range of independent writing to avoid repetition, create cohesion and achieve clarity. Children routinely use an increasing range of subordinating conjunctions at the beginning and within a sentence. Punctuation: Use a wider range of sentence punctuation (including apostrophe for plural progression) Vocabulary Use prefixes of super- and anti- and give a clear definition of the new word covered. Children can use knowledge of related words and word families to group words and deduce meaning. Writing features: Standard and non standard English Standard forms of English verb inflections (we were rather than we was, I did rather than I done) Use of articles (a, an, the) Capital letters for proper nouns Expanded noun phrases using modifying adjectives Possessive apostrophes for regular singular and plural nouns Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in “-ed” Using paragraphs	Choose nouns or pronouns appropriately across a range of independent writing to avoid repetition, create cohesion and achieve clarity. Children routinely use an increasing range of subordinating conjunctions at the beginning and within a sentence. Punctuation: Use a wider range of sentence punctuation (including apostrophe for plural progression) Vocabulary Use prefixes of super- and anti- and give a clear definition of the new word covered. Children can use knowledge of related words and word families to group words and deduce meaning. Writing features: Possessive pronouns (my, his, her, their etc) as determiners Grammatical difference between plural and possessive –s. Use of a wider range of subordinating conjunctions Noun phrases further expanded by adding adjectives and prepositions to modify the noun Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency e.g. Millions of years later,... , When an animal or plant dies..., Consequently,... Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader.	Choose nouns or pronouns appropriately across a range of independent writing to avoid repetition, create cohesion and achieve clarity. Children routinely use an increasing range of subordinating conjunctions at the beginning and within a sentence. Punctuation: Use a wider range of sentence punctuation (including apostrophe for plural possession) Vocabulary Use prefixes of super- and anti- and give a clear definition of the new word covered. Children can use knowledge of related words and word families to group words and deduce meaning. Writing features: Use of a wider range of subordinating conjunctions • use connecting adverbs to link persuasive points together and provide further justification, for example, I think that we should be allowed to keep the dragon as a pet because... Furthermore...Additionally.... use adverbs which show cause and effect rather than adverbs of time /conjunctions to offer justification of a point of view, for example, — You should buy this product so that you are the envy of all your friends — The trainer is brightly coloured, therefore you will be seen in the dark. • Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency. • Noun phrases further expanded by adding adjectives and prepositions to modify the noun e.g. explore the use of expanded noun phrases in advertising, Use of paragraphs to organise ideas around a theme, .e.g. Consider organising paragraphs around	(English Appendix 2) accurately and appropriately Choose nouns or pronouns appropriately across a range of independent writing to avoid repetition, create cohesion and achieve clarity. Children routinely use an increasing range of subordinating conjunctions at the beginning and within a sentence. Punctuation: Use a wider range of sentence punctuation (including apostrophe for plural progression) Vocabulary Use prefixes of super- and anti- and give a clear definition of the new word covered. Children can use knowledge of related words and word families to group words and deduce meaning. Writing features: Compound nouns using hyphens Starting a sentence with “-ing”, using a comma to demarcate the subordinate clause Using inverted commas for speech Compound sentences using all the co-ordinating conjunctions	Choose nouns or pronouns appropriately across a range of independent writing to avoid repetition, create cohesion and achieve clarity. Children routinely use an increasing range of subordinating conjunctions at the beginning and within a sentence. Punctuation: Use a wider range of sentence punctuation (including apostrophe for plural progression) Vocabulary Use prefixes of super- and anti- and give a clear definition of the new word covered. Children can use knowledge of related words and word families to group words and deduce meaning. Writing features: Prefixes to give the antonym: “im-”, “in-”, “ir-”, “il-” Adjectives ending in “-ed” frightened, scared, etc.	
--	---	--	--	---	---	--

		Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition. Decide on an appropriate balance between nouns and pronouns to aid clarity. Use of commas after fronted adverbials Apostrophes for plural possession Use of inverted commas where speech is preceded by the speaker. Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately); in the conclusion to support summarising, for example, One year 4 pupil summed up the day on behalf of the whole class, ‘That was the best school trip ever!’ Using either a pronoun or the noun in sentences for cohesion and to avoid repetition Possessive pronouns: yours, mine, theirs ours, hers, his, its Determiners: their, whose, this, that, these, those, which Verbs – Past perfect continuous “had” + past participle + “-ing” Powerful verbs	persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented, → ordering points to link them together so that one follows from another → how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments → how a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, All the evidence shows that...It’s quite clear that...Having seen all that we offer you, there can be no doubt that we are the best. Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition Use of commas after fronted adverbials • Apostrophes for plural possession Prepositions: at, underneath, since, towards, beneath, beyond Know the difference between a preposition and an adverb Verbs – Modal verbs: could, should, would Using conjunctions, adverbs and prepositions to express time and cause			
--	--	---	---	--	--	--

Poetry	• Develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of poetry. • Recognise some different forms of poetry (for example, narrative poetry, kennings and acrostic) • By the end of year 4, pupils should be beginning to read aloud a wider range of poetry written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. • Learn a wider range of poetry by heart.					
Spelling	Use further prefixes and suffixes and understand how to add them Prefixes: non, dis, mis, ir, il, in, im, re, sub, inter Arrive, appear, breath, century, consider, early, exercise, experience, famous, history, imagine, natural, popular, position, strange, peculiar, surprise, thought, promise	Spell homophones and near homophones Believe, continue, earth, eight / eighth, guard, heard, important, island, ordinary, possession, purpose, strength, surprise, therefore, though / although, women.	Adding the suffix -ly Answer, busy, centre, circle, complete, describe, disappear, experiment, heart, interest, knowledge, learn, length, material, minute, notice, question, separate, straight, through, therefore.	Use the first 2 or 3 letters of a word to check its spelling in a dictionary; Myth, Egypt, gym, pyramid, mystery. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Accident, build, calendar, certain, guide, medicine, often particular, possible, February.	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Breathe, caught, decide, different, difficult, enough, group, perhaps, probably, reign, suppose.	i sound spelt y elsewhere than at the end of words Spell words with an ending that sounds like tion –tion, –sion, –ssion, –cian, -ation Disappear, extreme, height, mention, occasion, opposite, quarter, special.
	Use dictionaries to check the spelling and meaning of words and use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Continue to investigate, define and spell words from the statutory word-lists for years 3 and 4 Usually spell words with suffixes correctly and show understanding by explaining rules and patterns to others Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.					