

Year 4 Spoken Language Medium-Term Plan

Key objectives	Possible experiences:
<p>Physical</p> <ul style="list-style-type: none"> • To consider movement when addressing an audience. • To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. <p>Linguistic</p> <ul style="list-style-type: none"> • To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. <p>Cognitive</p> <ul style="list-style-type: none"> • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. • To ask probing questions. • To reflect on their own oracy skills and identify areas of strength and areas to improve. <p>Social and emotional</p> <ul style="list-style-type: none"> • To use more natural and subtle prompts for turn taking. • To be able to empathise with an audience. • To consider the impact of their words on others when giving feedback. 	<ul style="list-style-type: none"> • Talk for a specific purpose e.g. to persuade or to entertain. • Speak in front of a larger audience of adults e.g. a group of eight. • Feedback their ideas to a small group. • Explain their methods to a partner. • Collaboratively solve a problem. • Speak with an adult for a specific purpose, e.g. for market research or making an order or interviewing a school visitor. • Receive feedback from a peer or audience member on their oracy skills. • Create TV or Radio adverts. • Peer teaching. • Perform poetry by heart. • Perform to an audience in a church service. • Perform as part of a group in a school play. <div style="text-align: right; margin-top: 20px;">  <p>St John and St Nicolas Schools Federation</p> <p>For the good of all through curiosity, creativity and love</p> </div>

Year 4 Reading Medium-Term Plan

Suggested Texts				Key Objectives
Class Novel	Autumn The Firework maker's daughter (Philip Pullman) The Butterfly Lion (Michael Morpugo)	Spring Esio Trot (Roald Dahl) Diary of a Killer Cat (Ann Fine)	Summer Harvey Angell by Dianah Hendry	Vocabulary: Checking that the text makes sense to them. Discussing their understanding and explaining the meaning of words in context. Using dictionaries to check the meaning of words. Comprehension and Explanation: Asking questions to improve their understanding of a text. Retrieve and record information from non-fiction. Inference and Prediction: Drawing inferences from characters' feelings, thoughts and motives from their actions. Justifying inferences with evidence. Predicting what might happen from details stated and implied. Structure and Impact: Identifying how language, structure, and presentation contribute to meaning. Identifying conventions in a wide range of books. Recognising some different forms of poetry. Discussing words and phrases that capture the reader's interest and imagination. Summary and comparison: Identifying main ideas drawn from more than 1 paragraph and summarising these. Identifying themes in a wide range of books. Performance and discussion: Retelling stories orally Preparing poems and play scripts to read aloud and to perform. Showing understanding of a text through intonation, tone, volume and action. Participate in discussion about books that are read to them. Participate in discussion about books they can read for themselves. Taking turns and listening to what others say.
Fiction	Fairy Tales from around the world Into the Forest / The Tunnel (Anthony Browne) Mayan myth story	Greek myths (English) Theseus and the Minotaur Medusa and Perseus Jason and the Golden Fleece Sikh Stories (RE)		
Non-fiction	NCR linked to Electricity (Science)	Explanations lined to water cycle Explanations lined to volcanoes (Geography) NCR about Ancient Greece (History) Persuasive Leaflets		
Poetry and Plays	Christmas Play (Y4) Harvest Poetry Gran can you rap? Fairy Tale playscripts Short plays to read aloud	Poetry about Greeks Revolting Rhymes (Roald Dahl) World Book Day Events (March)		

Year 4 Writing Autumn Medium-Term Plan

Term 1	Term 2	Composition
<p>Voyage and return (The Tunnel by Anthony Browne) <u>Writing outcome:</u> <i>To write a voyage and return story inspired by The Tunnel and other voyage and return stories.</i> <u>Tier 2 vocabulary:</u> <i>venture,, concealed, return, echo, shadow, beneath, trail, search, portal, maze</i> <u>Key objectives:</u></p> <ul style="list-style-type: none"> revisit capitals, full stops, ! and ? revise four main word classes (noun verb adj. adv.) revise noun phrases as a descriptive tool use co-ordinating conjunctions to vary sentence structure revisit apostrophes for singular possession choose nouns/pronouns for clarity, cohesion and repetition use subordinating conjunctions to vary sentence structures use inverted commas to punctuate direct speech use adverbials of manner 	<p>Playscripts and Fairy Tales <u>Writing outcome:</u> <i>To write a playscript based on a fairy tale.</i> <u>Tier 2 vocabulary:</u> <i>scene, stage, character, dialogue, entrance, gesture, expression, costume, voice, action</i> <u>Key objectives:</u></p> <ul style="list-style-type: none"> use verb inflections instead of local spoken forms describe settings clearly use speech to show how characters feel punctuate direct speech use a range of sentence structures use paragraphs to organise ideas use a thesaurus to develop vocabulary choices use noun phrases to add descriptive detail 	<p>Pre-writing and planning</p> <ul style="list-style-type: none"> read model texts to understand and learn about: the structure of different text types, vocabulary and grammar of different text types discuss and record ideas <p>Drafting and writing</p> <ul style="list-style-type: none"> compose and rehearse sentences orally progressively building a varied and rich vocabulary use a wide range of sentence structures organise paragraphs around a theme narratives with a clear plot and a problem resolved in narratives, describe settings, characters clearly in non-narrative material, use a range of simple organisational devices <p>Revising and redrafting</p> <ul style="list-style-type: none"> assess the effectiveness of their own writing assess the effectiveness of others' writing suggesting improvements for a piece of writing propose changes to grammar and vocabulary improve use of pronouns in sentences <p>Editing and checking</p> <ul style="list-style-type: none"> proofread for spelling and punctuation errors <p>Publishing and presenting</p> <ul style="list-style-type: none"> read their own writing aloud, to a group or whole class create a final copy
Grammatical terminology		Transcription
<i>determiner, pronoun, possessive pronoun, adverbial</i>		<ul style="list-style-type: none"> Handwriting – based on Pen Pals scheme Spelling – based on Spelling Shed scheme

Year 4 Writing Spring Medium-Term Plan

Term 1	Term 2	Composition
<p>Narrative Poems <u>Writing outcome:</u> To write a story based on a narrative poem.</p> <p><u>Tier 2 vocabulary</u> rhythm, verse, rhyme, chant, refrain, gallop, stride, tempest, moan, gloom</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> use inverted commas to punctuate direct speech use commas after a reported clause begin to expand noun phrases by adding modifying adjectives and prepositional phrases use fronted adverbials of manner explore the use of pronouns and possessive pronouns 	<p>Greek Myths and Legends <u>Writing outcome:</u> To write a myth inspired by Ancient Greece.</p> <p><u>Tier 2 vocabulary:</u> hero, curse, defeat, labyrinth, oracle, summon, fate, creature, thunder, power,</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> describe characters clearly use inverted commas to punctuate direct speech use commas after a reported clause use apostrophes for possession, including plural know grammatical differences between plural and possessive apostrophe use adverbs of time, place and cause 	<p>Pre-writing and planning</p> <ul style="list-style-type: none"> read model texts to understand and learn about: the structure of different text types, vocabulary and grammar of different text types discuss and record ideas <p>Drafting and writing</p> <ul style="list-style-type: none"> compose and rehearse sentences orally progressively building a varied and rich vocabulary use a wide range of sentence structures organise paragraphs around a theme narratives with a clear plot and a problem resolved in narratives, describe settings, characters clearly in non-narrative material, use a range of simple organisational devices <p>Revising and redrafting</p> <ul style="list-style-type: none"> assess the effectiveness of their own writing assess the effectiveness of others' writing suggesting improvements for a piece of writing propose changes to grammar and vocabulary improve use of pronouns in sentences <p>Editing and checking</p> <ul style="list-style-type: none"> proofread for spelling and punctuation errors <p>Publishing and presenting</p> <ul style="list-style-type: none"> read their own writing aloud, to a group or whole class create a final copy
<p>Explanations <u>Writing outcome:</u> To write an explanation linked to the Science topic on the water cycle.</p> <p><u>Tier 2 vocabulary:</u> vapour, transform, circulate, discharge, accumulate, continuous, cycle, process, condense, evaporate</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> use fronted adverbials of time to add detail use a range of co-ordinating and sub-ordinating conjunctions to vary sentence structures and impact use commas after fronted adverbials use conjunctions and prepositions to express time and cause use headings and subheadings to organise information write in a formal tone 	<p>Diaries and Letters <u>Writing outcome:</u> To write diaries</p> <p><u>Tier 2 language:</u> experience, thoughts, feelings, react, instant, depict, reflect, event, memorable, situation</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> use fronted adverbials of time and place use commas after fronted adverbials. use paragraphs to organise ideas around a theme use conjunctions, adverbs and prepositions to express time and cause use apostrophes for contraction 	
Grammatical terminology		Transcription
determiner, pronoun, possessive pronoun, adverbial, apostrophe for possession (singular and plural), comma after fronted adverbials, conjunctions (subordinating and coordinating)		Handwriting – based on Pen Pals scheme Spelling – based on Spelling Shed scheme

Year 4 Writing Summer Medium-Term Plan

Term 1	Term 2	Composition
<p>Non-chronological reports <u>Writing outcome:</u> <i>To write a non-chronological report about environmental change and conservation (inked to Science topic)</i></p> <p><u>Tier 2 vocabulary</u> <i>affect, damage, reduce, improve, prevent, increase, condition, influence, issue, balance</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> organise information into paragraphs by theme use headings and subheadings to organise information write in a formal tone select and use technical (subject-specific) vocabulary use fronted adverbials to introduce information use conjunctions to extend and explain ideas link ideas within a paragraph use pronouns to avoid repetition 	<p>Fantasy stories (Home Sweet Home) <u>Writing outcome:</u> <i>To write a short fantasy story inspired by Home Sweet Home.</i></p> <p><u>Tier 2 vocabulary</u> <i>mysterious, embark, transform, whisper, unseen, glow, being, escape, route, tiptoe</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> revise capitals, full stops, ! and ? choose nouns/pronouns for clarity, cohesion and repetition use possessive apostrophes (singular and plural) use fronted adverbials and prepositions to add detail organise paragraphs using a range of devices use correctly punctuated speech perform to an audience 	<p>Pre-writing and planning</p> <ul style="list-style-type: none"> read model texts to understand and learn about: the structure of different text types, vocabulary and grammar of different text types discuss and record ideas <p>Drafting and writing</p> <ul style="list-style-type: none"> compose and rehearse sentences orally progressively building a varied and rich vocabulary use a wide range of sentence structures organise paragraphs around a theme narratives with a clear plot and a problem resolved in narratives, describe settings, characters clearly in non-narrative material, use a range of simple organisational devices <p>Revising and redrafting</p> <ul style="list-style-type: none"> assess the effectiveness of their own writing assess the effectiveness of others' writing suggesting improvements for a piece of writing propose changes to grammar and vocabulary improve use of pronouns in sentences <p>Editing and checking</p> <ul style="list-style-type: none"> proofread for spelling and punctuation errors <p>Publishing and presenting</p> <ul style="list-style-type: none"> read their own writing aloud, to a group or whole class create a final copy
	<p>Persuasive writing – letters and leaflets <u>Writing outcome:</u> <i>To write a persuasive letter</i></p> <p><u>Tier 2 vocabulary:</u> <i>recommend, persuade, suggest, reason, consider, improve, choice, benefit, effective, influence</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> use powerful words to describe and persuade use paragraphs to organise ideas to use a range of sentence structures to use fronted adverbials to link ideas secure apostrophes for possession, including plurals 	
Grammatical terminology		Transcription
<i>noun, verb, adjective, adverb, noun phrase, fronted adverbial, apostrophe for possession, apostrophe for contraction, paragraphs, technical vocabulary</i>		<p>Handwriting – based on Pen Pals scheme</p> <p>Spelling – based on Spelling Shed scheme</p>