

ENGLISH Long Term Planning - Summary of YEAR 4 Units

<p>AUTUMN 1</p>	<p>AUTUMN 2</p>
<p><u>The Angel of Nitshill Road</u> Children will have developed their use of expanded noun phrases by identifying language used in the text and drawing on their inference skills to write character descriptions for the different characters that feature in the story. They will use pronouns appropriately to retell parts of the story in 1st person drawing on the character's thoughts and motives. Children will use paragraphs and fronted adverbials to show how the action or time changes whilst adding their own chapter written in the style of the author. Using their inference skills and retrieving evidence throughout this unit, children will form an opinion about the main character that may change; children will need to articulate their opinions clearly whilst justifying their reasons.</p>	<p><u>What If & Into the Forest</u> Children will have explored two texts both written by the same author, where they will be able to make comparisons and links between them. They will start the unit by modifying adjectives, nouns and prepositional phrases to create setting descriptions. Children will then look at different character's viewpoints and put themselves in the character's shoes in order to write speech using inverted commas correctly. In order to retell one of the stories as a play script, children will look at examples of play scripts and identify the key features, building up their repertoire of different genres. Children will then evaluate and edit the effectiveness of their own writing by producing a letter and reading it out loud with the appropriate intonation.</p>
<p>SPRING 1</p>	<p>SPRING 2</p>
<p><u>The Iron Giant</u> Children will have used their inference skills in order to show a growing awareness of the reader to produce a first person narrative epilogue. They will be able to structure ideas logically and use organisational devices to produce an argumentative letter ensuring the correct use of standard English is maintained throughout. Children will embed their knowledge of conjunctions and subordinating connectives to form complex sentences when retelling different parts of the story and will proof-read their writing for punctuation and spelling errors. Handwriting should be fluent joined and legible and children should know which letters to join and which are best left un-joined.</p>	<p><u>The Tunnel</u> Children will have developed their skills when creating setting, characters and plot in order to re-write the story with an alternative ending. They will use language selectively and include powerful verbs and adverbs to express the different character's feelings and their behaviour towards each other. Children will use their inference skills and knowledge of the characters to rein act freeze frames where they will sequence a character's emotions to produce a diary entry. In order to produce a detailed setting description, children will magpie a range of ambitious vocabulary and expanded noun phrases and understand that a comma must be used after a fronted adverbial.</p>
<p>SUMMER 1</p>	<p>SUMMER 2</p>
<p><u>The Ice Palace</u> Children will have embedded their use of paragraphs through creating settings and atmosphere to plan and write their own story that is set in an imaginary world similar to the Ice Palace. They will use a range of sentences that express time, place and cause using conjunctions correctly to write a diary entry in 1st person and use expanded noun phrases appropriately to produce a character description. Children will be able to recognise different forms of poetry and select language precisely in order to write their own descriptive poem based on the story.</p>	<p><u>Little Mouse's Big Book of Fears</u> Children will have had the opportunity to plan a story in different ways such as notes, diagrams and maps and choose the most appropriate for them. They will use determiners accurately to write a letter to the main character drawing on their inference skills to comment on the character's actions and motives. Children will compare and discuss the structures of features of non-fiction texts and look specifically and the features in a newspaper article. They will then use the information retrieved from the text to produce a well structure newspaper article that is sequenced in chronological order, ensuring that the correct use of standard English is used.</p>