



Longtown Primary School English Long Term Plan 2017-2018

Year 4							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Autumn		Spring		Summer		
Narrative	Traditional Tales – Myths (quests) (3 weeks)	Book study (3 weeks)	Story settings (3 weeks)	Writing and performing a play (2 weeks)	Book study (3 weeks)	A story/stories with a theme (3 weeks)	Book study (3 weeks)
Grammar focus	4.3.b.4 4.3.b.1 4.3.b.3 4.3.c.1	4.3.b.2 4.3.b.3 4.3.c.1 4.3.b.5 4.2.c.3	4.3.b.4 4.3.b.1 4.3.b.3 4.3.c.1	4.3.b.1 4.3.b.3	4.3.b.2 4.3.b.3 4.3.c.1 4.3.b.5 4.2.c.3	4.3.b.4 4.3.b.3 4.3.c.1	4.3.b.2 4.3.b.3 4.3.c.1 4.3.b.5
Writing focus	4.1.c.1 4.2.a.1 4.2.b.2 4.2.c.1 4.2.d.1	4.1.c.1 4.2.b.2 4.2.c.2	4.1.c.1 4.2.a.1 4.2.b.2 4.2.c.3 4.2.d.1	4.2.d.1 4.2.c.2 4.1.c.1	4.1.c.1 4.2.b.2 4.2.c.1	4.1.c.1 4.2.a.1 4.2.b.2 4.2.c.2 4.2.d.1	4.1.c.1 4.2.b.2 4.2.c.3
Final written outcome	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a wanted poster, lonely hearts advert, job application) link dialogue to effective characterisation, interweaving speech and action.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.	Write a section of a narrative (or several narratives) focusing on setting.	Write and perform a play, based on a familiar story.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.	Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Non-fiction	Discussion (2 weeks)	Report (2 weeks)			Persuasion (2 weeks)	Explanation (2 weeks)	
Grammar focus	4.3.b.4 4.3.b.1 4.3.b.3 4.3.c.1	4.3.b.4 4.3.b.1 4.3.b.3 4.3.c.1			4.3.b.4 4.3.b.3 4.3.b.1 4.3.c.1	4.3.b.4 4.3.b.1 4.3.b.3 4.3.c.1	
Writing focus	4.2.a.1 4.2.b.1 4.2.b.3 4.2.b.5 4.2.c.2 4.2.d.1	4.1.c.1 4.2.a.1 4.2.b.1 4.2.b.3 4.2.b.5 4.2.c.1 4.2.d.1			4.1.c.1 4.2.a.1 4.2.b.1 4.2.c.3	4.2.a.1 4.2.b.1 4.2.b.3 4.2.b.5 4.2.c.1 4.2.d.1	
Final written outcome	Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter.	Write own report independently based on notes gathered from several sources.			Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style.	
Extended writing week	Extended writing week	Extended writing week	Extended writing week	Extended writing week	Extended writing week	Extended writing week	Poetry (3 week) Take one poet Recite poems by heart Poetry performance to parents Riddles, narrative, free verse Read, write & perform
Poetry Outcome							
Reading focus	4.1.a.1 4.1.a.2 4.2.a.1 4.2.a.2 4.2.b.1 4.2.c.1 4.2.c.2 4.2.d.1 4.2.e.1 4.2.f.1 4.2.g.1 4.2.h.1 4.2.j.1	4.1.a.1 4.1.a.2 4.2.a.1 4.2.a.2 4.2.b.2 4.2.d.1 4.2.e.2 4.2.f.1 4.2.g.1 4.2.h.1 4.2.h.2 4.2.i.1 4.2.j.1	4.1.a.1 4.1.a.2 4.2.a.1 4.2.a.2 4.2.b.1 4.2.c.1 4.2.c.2 4.2.d.1 4.2.e.3 4.2.f.1 4.2.g.1 4.2.h.1 4.2.j.1	4.1.a.1 4.1.a.2 4.2.a.1 4.2.a.2 4.2.b.2 4.2.d.1 4.2.e.1 4.2.f.1 4.2.g.1 4.2.h.1 4.2.h.2 4.2.i.1 4.2.j.1	4.1.a.1 4.1.a.2 4.2.a.1 4.2.a.2 4.2.b.1 4.2.c.1 4.2.c.2 4.2.d.1 4.2.e.2 4.2.f.1 4.2.g.1 4.2.h.1 4.2.i.1 4.2.j.1	4.1.a.1 4.1.a.2 4.2.a.1 4.2.a.2 4.2.b.1 4.2.c.1 4.2.c.2 4.2.d.1 4.2.e.2 4.2.f.1 4.2.g.1 4.2.h.1 4.2.i.1 4.2.j.1	4.1.a.1 4.1.a.2 4.2.a.1 4.2.a.2 4.2.b.2 4.2.c.1 4.2.c.2 4.2.d.1 4.2.e.3 4.2.f.1 4.2.g.1 4.2.h.1 4.2.h.2 4.2.i.1 4.2.j.1
Spelling focus (from spelling scheme)	4.1.a.2 4.1.b.1 4.1.b.3	4.1.b.3 4.1.b.4 4.3.a.1	4.1.a.2 4.1.b.1 4.3.a.2	4.1.b.4 4.1.a.1	4.1.a.2 4.1.b.2	4.1.a.1 4.1.b.4	
Handwriting	4.1.d.1 4.1.d.2						



SPAG focus for the term - fiction

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>4.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause <KPI uses fronted adverbials></p> <p>4.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense <KPI uses standard English forms for verb inflections instead of local spoken forms></p> <p>4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</p>	<p>4.3.b.2 Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause <KPI uses fronted adverbials></p> <p>4.3.b.5 Use the correct form of 'a' or 'an'. 4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</p>	<p>4.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause <KPI uses fronted adverbials></p> <p>4.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense <KPI uses standard English forms for verb inflections instead of local spoken forms></p> <p>4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</p>	<p>4.3.b.2 Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause <KPI uses fronted adverbials></p> <p>4.3.b.5 Use the correct form of 'a' or 'an'</p> <p>4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</p>	<p>4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause <KPI uses fronted adverbials></p> <p>4.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense <KPI uses standard English forms for verb inflections instead of local spoken forms></p> <p>4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</p>	<p>4.3.b.2 Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause <KPI uses fronted adverbials></p> <p>4.3.b.5 Use the correct form of 'a' or 'an'</p> <p>4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</p>



Writing focus for the term - fiction

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>4.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>4.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>4.2.b.4 Draft and write by: in narratives, creating settings, characters and plot.</p> <p>4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>4.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>4.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>4.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>4.2.c.3 Proof-read for spelling and punctuation errors.</p>	<p>4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>4.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>4.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>4.2.b.4 Draft and write by: in narratives, creating settings, characters and plot.</p> <p>4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>4.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>4.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>4.2.c.3 Proof-read for spelling and punctuation errors.</p> <p>4.2.c.3 Proof-read for spelling and punctuation errors.</p>	<p>4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>4.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>4.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>4.2.b.4 Draft and write by: in narratives, creating settings, characters and plot.</p> <p>4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>4.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>4.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>4.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>4.2.c.3 Proof-read for spelling and punctuation errors.</p> <p>4.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>



SPAG focus for the term – non-fiction

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>4.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense <KPI uses standard English forms for verb inflections instead of local spoken forms></p> <p>4.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause <KPI uses fronted adverbials></p> <p>4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</p>	<p>4.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense <KPI uses standard English forms for verb inflections instead of local spoken forms></p> <p>4.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause <KPI uses fronted adverbials></p> <p>4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</p> <p>4.3.b.5 Use the correct form of 'a' or 'an'.</p>		<p>4.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense <KPI uses standard English forms for verb inflections instead of local spoken forms></p> <p>4.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause <KPI uses fronted adverbials></p> <p>4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</p>	<p>4.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense <KPI uses standard English forms for verb inflections instead of local spoken forms></p> <p>4.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause <KPI uses fronted adverbials></p> <p>4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</p>	<p>Poetry focus</p>



Writing focus for the term – non-fiction

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>4.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>4.2.b.1 Plan their writing by: discussing and recording ideas.</p> <p>4.2.b.3 Draft and write by: organising paragraphs around a theme.</p> <p>4.2.b.5 Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and subheadings.</p> <p>4.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>4.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>4.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>4.2.b.1 Plan their writing by: discussing and recording ideas.</p> <p>4.2.b.3 Draft and write by: organising paragraphs around a theme.</p> <p>4.2.b.5 Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and subheadings.</p> <p>4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>4.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		<p>4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>4.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>4.2.b.1 Plan their writing by: discussing and recording ideas.</p> <p>4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>4.2.c.3 Proof-read for spelling and punctuation errors.</p>	<p>4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>4.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>4.2.b.1 Plan their writing by: discussing and recording ideas.</p> <p>4.2.b.3 Draft and write by: organising paragraphs around a theme.</p> <p>4.2.b.5 Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and subheadings.</p> <p>4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>4.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	Poetry focus



Reading focus for the term

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>4.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>4.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>4.2.a.1 Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>4.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes.</p> <p>4.2.b.1 Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>4.2.c.1 Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing</p>	<p>4.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>4.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>4.2.a.1 Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>4.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes.</p> <p>4.2.b.2 Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in *and across* a wide range of writing.</p> <p>4.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read.</p> <p>4.2.e.2 Understand what they read, in books they can read</p>	<p>4.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>4.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>4.2.a.1 Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>4.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in 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they</p>



<p>understanding through intonation, tone, volume and action.</p> <p>4.2.c.2 Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry, (e.g. free verse, narrative poetry).</p> <p>4.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read.</p> <p>4.2.e.1 Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>4.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>4.2.g.1 Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied.</p> <p>4.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination.</p> <p>4.2.i.1 Retrieve and record information from nonfiction.</p> <p>4.2.j.1 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>independently, by: asking questions to improve their understanding of a text.</p> <p>4.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>4.2.g.1 Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied.</p> <p>4.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination.</p> <p>4.2.h.2 Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning.</p> <p>4.2.i.1 Retrieve and record information from nonfiction.</p> <p>4.2.j.1 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>understanding through intonation, tone, volume and action.</p> <p>4.2.c.2 Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry, (e.g. free verse, narrative poetry).</p> <p>4.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read.</p> <p>4.2.e.3 Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>4.2.f.1 Understand 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they read by: discussing words and phrases that capture the reader's interest and imagination.</p> <p>4.2.i.1 Retrieve and record information from nonfiction.</p> <p>4.2.j.1 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>read by: recognising some different forms of poetry, (e.g. free verse, narrative poetry).</p> <p>4.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read.</p> <p>4.2.e.3 Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>4.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>4.2.g.1 Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied.</p> <p>4.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination.</p> <p>4.2.h.2 Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning.</p> <p>4.2.j.1 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
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themselves, taking turns and listening to what others say.					
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Spelling focus for the term

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>4.1.a.2 Spell words that are often misspelt (English Appendix 1).</p> <p>4.1.b.1 Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's.</p> <p>4.1.b.3 Use further suffixes and understand how to add them (English Appendix 1).</p>	<p>4.1.b.3 Use further suffixes and understand how to add them (English Appendix 1).</p> <p>4.1.b.4 Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>4.3.a.1 Form nouns using prefixes (super-, anti-).</p>	<p>4.1.a.2 Spell words that are often misspelt (English Appendix 1).</p> <p>4.1.b.1 Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's.</p> <p>4.3.a.2 Word families based on common words (solve, solution, dissolve, insoluble).</p>	<p>4.1.a.1 Spell further homophones.</p> <p>4.1.b.4 Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>4.1.a.2 Spell words that are often misspelt (English Appendix 1).</p> <p>4.1.b.2 Use further prefixes and understand how to add them (English Appendix 1).</p>	<p>4.1.a.1 Spell further homophones.</p> <p>4.1.b.4 Use the first two or three letters of a word to check its spelling in a dictionary.</p>

Handwriting focus for the term

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>4.1.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>4.1.d.2 Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>					