

Year 4 Medium Term Planning

Year 4	Reading	Writing-Transcription	Writing-Composition	Grammar	Punctuation	Handwriting
Autumn 1	<p>Revise Year 1 and 2 common exception words.</p> <p>Read words with common suffixes.</p>	<p>Revise the alphabetic code (Sounds-Write)</p> <p>Revise Year 1 and 2 common exception words.</p> <p>Introduce words from the statutory Year 3 and 4 word list.</p> <p>Revise Year 3 suffixes: , -ly, -ous, -ation, , -est and plural (-s, -es).</p> <p>Spell words with the /ɪ/ sound spelt <y> elsewhere then at the end of words.</p> <p>Spell words with the /u/ sound spelt <ou>.</p>	<p>Plan their writing by discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan their writing by discussing ideas.</p> <p>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.</p>	<p>Revise Year 2 grammar objectives.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p>	<p>Use and punctuate direct speech.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting (downstrokes of letters are parallel and equidistant and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p> <p>To form cursive letters correctly.</p>
Autumn 2	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>Read words with suffixes.</p>	<p>Spell words from the Year 3 and 4 word list and add prefixes and suffixes to them where appropriate.</p> <p>Spell words with the prefixes in-, im-, il-, ir-, inter-, anti-.</p>	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p>			<p>To write words and sentences with the correct joins between each letter.</p> <p>See Module 5 Letterjoin</p>
Spring 1		<p>Spell words from the Year 3 and 4 word list.</p> <p>Spell words with the suffixes -ation, -ly, -ous</p> <p>Spell words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture).</p>	<p>Reinforce Autumn objectives plus:</p> <p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write by creating settings, narratives and plot in narratives.</p>	<p>Reinforce Autumn objectives plus:</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials.</p>	<p>Reinforce Autumn objectives plus:</p> <p>Use commas after fronted adverbials.</p>	
Spring 2	<p>Read words with unfamiliar word endings.</p>	<p>Spell words from the Year 3 and 4 word list.</p> <p>Spell words with endings that sound like /ʒən/ (-sion) and /ʃən/ (-tion, -sion, -ssion, -cian).</p>	<p>Draft and write by using simple organisational devices in non-narrative (for example headings and subheadings).</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in</p>			

			sentences. Proof-read for spelling and punctuation errors.			
Summer 1	Read words with unfamiliar spellings.	Spell words from the Year 3 and 4 word list. Spell words with the /k/ and /f/ sound spelt <ch>. Spell words ending with the /g/ sound spelt <que> and the /k/ sound spelt <que>. Spell words with the /s/ sound spelt <sc>. Spell words with the /eɪ/ sound spelt <ei>, <eigh> or <ey>.		Reinforce and consolidate all Autumn and Spring objectives. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	Reinforce and consolidate all Autumn and Spring objectives. Indicate possession by using the possessive apostrophe with plural nouns.	
Summer 2	Read words with apostrophes. Read homophones and near homophones.	Spell words from the year 3 and 4 word list. Use the possessive apostrophe in plural words. Spell homophones and near homophones.				
Objectives to be covered throughout the year	<p>Spoken Language Pupils should be taught to: Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding. Speak audibly and fluently. Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints. Select and use appropriate registers for effective communication.</p> <p>Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>Reading- Comprehension Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. reading books that are structured in different ways and reading for a range of purposes. using dictionaries to check the meaning of words that they have read. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. identifying themes and conventions in a wide range of books. preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. discussing words and phrases that capture the reader's interest and imagination. recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books that they can read independently by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. asking questions to improve their understanding of a text. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. predicting what might happen from details stated and implied. identifying main ideas drawn from more than one paragraph and summarising these. identifying how language, structure, and presentation contribute to meaning. <p>Retrieve and record information from non-fiction. 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>Writing- Transcription (See Hartlepool Spelling Scheme for further breakdown) Spell words that are often misspelt (English Appendix 1).</p>					

Use the first two or three letters of a word to check its spelling in a dictionary.
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Writing- Composition
Read aloud their own writing , to a group or the whole class, with appropriate intonation and controlling the tone and volume so that the meaning is clear.

GDS Opportunities	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • Use character descriptions designed to provoke sympathy or dislike in the reader • Extend the range of sentences with more than one clause by using a wider range of conjunctions • Use sentence type and length to create tension and impact on the reader • Adapt or maintain writing in the 1st and 3rd person. • Select form of writing and make vocabulary and grammar choice based on audience. 	<ul style="list-style-type: none"> • Write effectively for the purpose and audience, selecting language that shows good awareness of the reader • Independently choose to use a range of organisational and cohesive devices to help structure texts • Use a range of conjunctions to support cohesion within writing • Adapt style of writing based on a change to audience and form • Select own success criteria • Explore and manage the shifts between past and present tense appropriately within information texts • Use a range of descriptive techniques to manage changes in mood and atmosphere. 	<ul style="list-style-type: none"> • Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form • Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood • Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation • Consistently use a range of conjunctions to support cohesion • Use a range of precise vocabulary • Consistently produce legible joined handwriting • Evaluate and re-draft own writing, proposing changes to grammar and vocabulary.