Co-op Academy Clarice Cliff - English Long Term Plan 2023-24 – Year 4

	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (6)	Summer 2 (7)
Topic	Investigating rivers in the UK	Local area study The Changing role of pottery industry in the local area	Countries of the world	The Ancient Greeks	Settlements and land use	Invaders and settlers Romans
Main text	The Wind in the Willows- Kenneth Grahame	Charlie and the Chocolate Factory- Roald Dahl	The Boy at the Back of the Class- Onjali Q Rauf	Arthur and the Golden Rope- Joe Todd Stanton	When the Mountains Roared- Jess Butterworth	Clockwork- Philip Pullman
Medium term planning	English Autumn 1 MTP Year 4.docx	English Autumn 2 MTP Year 4.docx		English Spring 2 MTP Year 4 .docx	English Spring 2 MTP Year 4 .docx	English Summer 2 MTP Year 4.docx
VIPERS	Wind in the Willows Classic VIPERS Comprehension - Mr Badger Extract Comprehension	Charlie and The Chocolate Factory by Roald Dahl - VIPERS discussion guide	The Boy at the Back of the Class 9 - 11 - VIPERS Discussion Guide	Arthur and The Golden Rope VIPERS		Clockwork by Phillip Pullman 9-11 - VIPERS Discussion Guide (1)
Supporting texts	Refer to Y4 Reading Spine	Refer to Y4 Reading Spine	Refer to Y4 Reading Spine Year 4	Refer to Y4 Reading Spine	Refer to Y4 Reading Spine	Refer to Y4 Reading Spine

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	Year 4 Reading Spine 2022-23	Year 4 Reading Spine 2022-23	Reading Spine 2022-23	Year 4 Reading Spine 2022-23	Year 4 Reading Spine 2022-23	Year 4 Reading Spine 2022-23
Written outcomes	Narrative: Retell

Non-narrative: Explanation text- What is the Water Cycle? | Narrative: product/ character and setting development

Non-narrative: Persuasive writing advertising | Narrative: Retell of the journey to England

Non-narrative: Persuasive letter to the   Prime Minister about refugees | Narrative: Writing own myth

Non-narrative: Non chronological report on Greek Gods | Narrative: Write part of story from different perspective

Non-narrative: Diary entry from the point (chapters 1-3) | Narrative: Character description

Non-narrative (assessed piece: explanation of how a clock works) Non-narrative: Instructions on how to care for 'Sir Ironsoul' |
| Reading outcomes | Identify and explain how words and language show the setting of a book – historical, cultural or social. Find similarities in books read. Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Empathise with a character. Understand why a character acted or responded or felt in a certain way. | Identify and explain how words and language show the setting of a book – historical, cultural or social. Find similarities in books read. Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Empathise with a character. Understand why a character acted or responded or felt in a certain way. | Identify and explain how words and language show the setting of a book – historical, cultural or social. Find similarities in books read. Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Empathise with a character. Understand why a character acted or responded or felt in a certain way. | Identify and explain how words and language show the setting of a book – historical, cultural or social. Find similarities in books read. Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Empathise with a character. Understand why a character acted or responded or felt in a certain way. | Identify and explain how words and language show the setting of a book – historical, cultural or social. Find similarities in books read. Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Empathise with a character. Understand why a character acted or responded or felt in a certain way. | Identify and explain how words and language show the setting of a book – historical, cultural or social. Find similarities in books read. Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Empathise with a character. Understand why a character acted or responded or felt in a certain way. |

	Understand why the writer wanted the character to respond in a certain way. Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Know how to use a non-fiction book to find identified information. Skim to find specific information on a page or in a paragraph. Scan page or paragraph to find key words or information. Record key words or information found. Know that words and language in poems create effects. Discuss the meaning of words and language in poems. Understand that	Understand why the writer wanted the character to respond in a certain way. Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Know how to use a non-fiction book to find identified information. Skim to find specific information on a page or in a paragraph. Scan page or paragraph to find key words or information. Record key words or information found. Know that words and language in poems create effects. Discuss the meaning of words and language in poems. Understand that	Understand why the writer wanted the character to respond in a certain way. Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Know how to use a non-fiction book to find identified information. Skim to find specific information on a page or in a paragraph. Scan page or paragraph to find key words or information. Record key words or information found. Know that words and language in poems create effects. Discuss the meaning of words and language in poems. Understand that	Understand why the writer wanted the character to respond in a certain way. Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Know how to use a non-fiction book to find identified information. Skim to find specific information on a page or in a paragraph. Scan page or paragraph to find key words or information. Record key words or information found. Know that words and language in poems create effects. Discuss the meaning of words and language in poems. Understand that	Understand why the writer wanted the character to respond in a certain way. Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Know how to use a non-fiction book to find identified information. Skim to find specific information on a page or in a paragraph. Scan page or paragraph to find key words or information. Record key words or information found. Know that words and language in poems create effects. Discuss the meaning of words and language in poems. Understand that	Understand why the writer wanted the character to respond in a certain way. Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Know how to use a non-fiction book to find identified information. Skim to find specific information on a page or in a paragraph. Scan page or paragraph to find key words or information. Record key words or information found. Know that words and language in poems create effects. Discuss the meaning of words and language in poems. Understand that

	there can be more than one interpretation of a poem.	there can be more than one interpretation of a poem.	there can be more than one interpretation of a poem.	there can be more than one interpretation of a poem.	there can be more than one interpretation of a poem.	there can be more than one interpretation of a poem.
Grammar	Singular and Plural Nouns Pronouns Standard English Compound Words Adverbs To Express Time and Cause	Possessive pronouns fronted adverbials prepositions to express time and cause Plural and Possessive '-s' commas	Adjectives homophones commas after fronted adverbials expanded noun phrases	Determiners word families prepositional phrases verb tenses- present inverted commas	Verb inflections conjunctions to express time and cause suffixes possessive apostrophes paragraphs expanded noun phrases	Verb tenses- past prefixes plural apostrophes subordinate clauses organisational devices expanded noun phrases
Spelling	Week one: Words with /aw/ spelt with augh and au Week two: Adding the prefix in- (meaning 'not' or 'into') Week three: Adding the prefix im- (before a root word starting with 'm' or 'p') Week four: Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Week one: Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Week two: Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') Week three: Words with a / shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Week one: Homophones & Near Homophones Week two: Homophones & Near Homophones Week three: Nouns ending in the suffix -ation Week four: Nouns ending in the suffix -ation Week five: Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Week six:	Week one: Words with the /s/ sound spelt with 'sc' Week two: Words with a 'soft c' spelt with 'ce' Week three: Words with a 'soft c' spelt with 'ci' Week four: Word families based on common words, showing how words are related in form and meaning Week five: Word families based on common words, showing how words	Week one: Adding the prefix inter- (meaning 'between' or 'among') Week two: Adding the prefix anti- (meaning 'against') Week three: Adding the prefix anti- (meaning 'against') Week four: Adding the prefix ex- (meaning 'out') Week five: Adding the prefix non- (meaning 'not')	Week one: Adding the suffix -ous (No change to root word) Week two: Adding the suffix -ous (No definitive root word) Week three: Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') Week four: Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge') Week five:

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	Week five: Homophones & near homophones Week six: Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Week four: Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') Week five: Words with 'ough' to make a long /o/, /oo/ or /or/ sound Week six: Statutory spelling words	Plural Possessive Apostrophes with plural words	are related in form and meaning Week six: Statutory Spellings Challenge Words	Week six: Words ending in -ar/ -er	Adverbials of frequency and possibility Week six: Adverbials of manner