



Castlecroft Primary School English Medium Term Plan

Year 4 Autumn 1

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> 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>Covered in weekly spelling lessons and the Year ¾ words from appendix one set as weekly spellings. Assess reading and the meaning of words in Appendix one and Miscue analysis on a text with examples of these in it</p> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read Understand what they read, in books they can read independently <p>Check how much they have read over the holidays. Merit awards for regular reading and extra reading challenge prizes. Reading review with those who haven't read/haven't read much.</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Review and analyse character and setting descriptions from the novel and other adventure stories</p> <p>Review and analyse adverts</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements <p>When analysing text types discuss audience purpose and features and magpie words and phrases to use in their own quick write.</p>	<p>Stimulus</p> <p>Novel as a theme – e.g The Firework Maker's Daughter by Philip Pullman or The BFG by Roald Dahl Literacy shed film stories e.g Dream catcher as similar to the BFG. Use these to revise the structure of plot, setting and characters etc</p> <p>Recreate settings from novels. E.g The fire fiend's grotto or the BFG's cave or dream bottle room. Encourage children to use senses when describing.</p> <p>Produce recount story S or map of Lila's journey to Mount Merapi or Sophie's journey to giant land.</p> <p>Explore characters and settings through role play in activities such as thought tracking or freeze frames. Encourage children to use 'show not tell' when discussing and writing about character's thoughts and feelings.</p> <p>Create fireworks and dream jars for the children to advertise</p>
<p>Comprehension</p> <ul style="list-style-type: none"> Understand what they read, in books they can read independently Reading books that are structured in different ways and reading for a range of purposes <p>Comprehension of stories and story extracts which include character and setting descriptions</p> <ul style="list-style-type: none"> Discussing their understanding and explaining the meaning of words in context <p>Children to complete vocabulary activities such as using context clues, looking at the type of word it is (noun, verb, adjective, adverb), identifying word endings or beginnings or blanking out the unknown word and fitting in a word that could make sense within the context of the sentence</p>	<p>Grammar focus</p> <p>First grammar focus is to revise key vocab from other years and ensure that the children have retained e.g verb, adjective, noun, proper noun, adverbs, prepositions and conjunctions (subordinating and coordinating). After completion of revision, introduce expanded noun phrases with pre and post modifiers and qualifiers.</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) <p>Throughout novel as a theme practise each grammar focus by finding it in texts, writing their own examples and then developing this to use in their own writing in quick writes.</p> <p>For example, look at examples of expanded noun phrases,</p>	<p>Quick write/Mini write tasks</p> <p>Quick writes weekly. Monday – write a paragraph/short story using as many of the Year ¾ spellings as possible or with a focus on a taught grammar skill. Thursday – free quick write based on a stimulus where the children can write anything. Provide pictures from Once upon a picture, Pobble 365 or the Literacy Shed for support.</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 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>In the weekly prep for writing session</p>



Castlecroft Primary School English Medium Term Plan

<ul style="list-style-type: none"> Asking questions to improve their understanding of a text <p>Final question on all comprehension exercises</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>Begin with picture and film inference before completing feeling and evidence charts for characters from novel. Corrections will concentrate on asking children to add extra justifications</p> <ul style="list-style-type: none"> Identifying main ideas drawn from more than one paragraph and summarising these Identifying themes and conventions in a wide range of books Discussing words and phrases that capture the reader's interest and imagination Using dictionaries to check the meaning of words that they have read <p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p>	<p>ensuring children recognise the pre modifier, post modifier and qualifier. Children to then write their own examples of these based on characters from the novel. Provide children with a noun and prepositional phrase to begin with. These to then be used in children's quick writes and extended writing.</p> <ul style="list-style-type: none"> Fronted adverbials [for example, Later that day, I heard the bad news.] <p>Find examples of fronted adverbials in the text and sort into types of fronted adverbial (time, place, frequency, manner). Children to write their own examples and then develop this into their own writing in quick writes.</p>	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) <p>Use pictures from the novel to write character descriptions, setting descriptions or short story extracts.</p> <ul style="list-style-type: none"> Fronted adverbials [for example, Later that day, I heard the bad news.] <p>Use story map or story s to retell sections of Lila's journey to Mount Merapi or Sophie's journey to Giant Land using fronted adverbials.</p>
	<p>Punctuation focus</p> <p>First punctuation focus is to revise basic punctuation: full stops, capitals, exclamations and question marks to ensure accurate first. Then begin to look at the targets below through the novel as a theme topic.</p> <ul style="list-style-type: none"> Use of commas in a list Use of commas after fronted adverbials <p>Look at commas in story texts and how they are used in different sentence types. Use them in their own character and setting descriptions and recounts.</p>	<p>Extended writing</p> <ul style="list-style-type: none"> In narratives, creating settings, characters and plot <p>Write character and setting descriptions based on characters and settings from the chosen novel (The BFG or The Firework Maker's Daughter)</p> <p>Write a recount/diary recount of a journey from a novel (Lila's journey to Mount Merapi or Sophie's journey to Giant Land)</p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Create an advert for a dream or a firework using bold headings and other organisational features.</p> <p>Through editing and redrafting lessons for all topics:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 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>Shared reading</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and 	<p>Cross curricular links and other writing opportunities</p> <p>Create dream jars in art and design (BFG)</p> <p>Create fireworks in art and design (The Firework Maker's</p>	<p>Handwriting</p> <ul style="list-style-type: none"> Understand which letters, when adjacent to one another, are best left unjoined (If children find certain letters difficult to join they can do this otherwise the school script is fully cursive)



Castlecroft Primary School English Medium Term Plan

<p><i>reading for a range of purposes</i></p> <ul style="list-style-type: none"> • <i>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</i> <p>Read class novel (The BFG or The Firework Maker's Daughter) and novels from the 15 stories Year 4 list</p> <ul style="list-style-type: none"> • <i>Discussing their understanding and explaining the meaning of words in context</i> <p>During guided reading and whole class reads children to complete vocabulary activities such as using context clues, looking at the type of word it is (noun, verb, adjective, adverb), identifying word endings or beginnings or blanking out the unknown word and fitting in a word that could make sense within the context of the sentence</p> <ul style="list-style-type: none"> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> <p>In every guided/shared reading session. Children must provide reasoned justifications for their thoughts and views.</p>	<p>Daughter)</p> <p>Look at the country of Thailand in the Geography topic 'Where does our food come from?' Link learning to what food comes from Thailand and where in the world Thailand is (The Firework Maker's Daughter)</p>	<p>Handwriting taught 3x a week. Children assessed and grouped into 3 abilities.</p> <p>Begin term by writing letters ensuring the appropriate flicks and joins are used. Children to then practice their joins by writing out spelling words from Appendix one. Towards the end of term children to use their joined, cursive handwriting when publishing a piece of display work for a chosen topic</p>
<p>Speaking and listening</p>	<p>Phonics/Decoding</p>	<p>Spelling/Encoding</p>
<ul style="list-style-type: none"> • <i>Speak audibly and fluently with an increasing command of Standard English</i> <p>Monitored during every individual and guided reading session</p> <ul style="list-style-type: none"> • <i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i> • <i>Listen and respond appropriately to adults and their peers</i> • <i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i> <p>Group discussions and debates during guided and whole class reads</p> <ul style="list-style-type: none"> • <i>Use relevant strategies to build their vocabulary</i> <p>Produce vocab walls/banks by magpieing words from novel. Use word walks or word swap grids. Create a similar setting to the novel to help the children imagine/picture themselves in the book. Produce a word wall/bank of what they can see, hear, smell, touch etc</p> <ul style="list-style-type: none"> • <i>Articulate and justify answers, arguments and opinions</i> <p>Children to justify their answers, arguments and opinions during guided and independent reads</p>	<ul style="list-style-type: none"> • <i>Use further prefixes and suffixes</i> <p>Look at lists of suffix and prefix words and how to use them in their writing. Learn some for spelling test one week and then have a poster in class encouraging children to use them in their writing.</p>	<ul style="list-style-type: none"> • <i>Revise Year 3 prefixes and suffixes and spelling rules from the Year 3/4 spelling appendix</i> <p>Complete an initial assessment of spellings from the Year 1/2 and 3/4 spelling list. Highlight the words on a sheet and stick this into their spelling books to be highlighted after each test. Revise prefixes from Year 3 (un, dis, mis, il, im, in, ir, re, sub, inter, super, anti, auto).</p> <ul style="list-style-type: none"> • <i>Use further prefixes and suffixes and understand how to add them</i> <p>In Monday's spelling lessons teach further prefixes and suffixes using short games/activities. Children to use these words in their writing during quick writes and extended writes.</p> <ul style="list-style-type: none"> • <i>Use the first two or three letters of a word to check its spelling in a dictionary</i> <p>Learn a section of the Year 3/4 spelling list. Use dictionaries to check the spelling and meaning of the words. Two dictionary lessons and one thesaurus work lesson on how to use the dictionary to find words and the dictionary quartiles. Dictionaries</p>



Castlecroft Primary School English Medium Term Plan

		to always be used in drafting and editing lessons.
--	--	--



Castlecroft Primary School English Medium Term Plan

Year 4 Autumn 2

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> 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>Covered in weekly spelling lessons and the Year 3/4 words from appendix one set as weekly spellings</p> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read Understand what they read, in books they can read independently <p>Monitored during every individual reading session. Continue to give reading challenges.</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Review and analyse a range of poems and traditional tales</p>	<p>Stimulus</p> <p>Poetry – huge poetry display. Read a range of poems and bring in their favourite ones from home. Link this to the poetry reading competition and class assembly.</p> <p>Poetry in the style of a poet – The Magic Box by Kit Wright. Watch the video of Kit Wright reading his poem. Show the children a magic box and start to fill it up with class ideas.</p> <p>Cinquains – Link topic of cinquains to Geography or History topic</p> <p>Retell a traditional tale (Hansel and Gretel or The Elves and the Shoemaker). Imitate and innovate the story orally and written.</p>
<p>Comprehension</p> <ul style="list-style-type: none"> Understand what they read, in books they can read independently Reading books that are structured in different ways and reading for a range of purposes Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Using dictionaries to check the meaning of words that they have read <p>Comprehension of narratives and narrative extracts including a traditional tale</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text <p>Final question on all comprehension exercises</p> <ul style="list-style-type: none"> Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Individually prepare a poem for homework to perform in class. Whole class poem to learn and perform in poetry assembly</p>	<p>Grammar focus</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme <p>Practise the grammar focus by providing children with part of the traditional tale and complete an exercise where they must use paragraphs to organise the story. Complete activity with other traditional tales and stories.</p> <ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <p>Practise the grammar focus by identifying examples in a range of traditional tales and stories, writing their own examples and then developing this to use in their own writing in quick writes. Revise expanded noun phrases with pre and post modifiers and qualifiers and fronted adverbials. These should now be used more consistently in writing tasks.</p>	<p>Quick write tasks</p> <p>Quick writes weekly. Monday – write a paragraph/short story using as many of the Year 3/4 spellings as possible or with a focus on a taught grammar skill. Thursday – free quick write based on a stimulus where the children can write anything. Provide pictures from Once upon a picture, Pobble 365 or the Literacy Shed for support.</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 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>In the weekly prep for writing session</p> <p>Box plan of poetry techniques with ideas of what to put in the magic box in each section. Sticky note ideas as a whole class first, magpie and swap</p>



Castlecroft Primary School English Medium Term Plan

<ul style="list-style-type: none"> • <i>Discussing words and phrases that capture the reader's interest and imagination</i> • <i>Recognising some different forms of poetry [for example, free verse, narrative poetry]</i> <p>Comprehension of poems and the poet's use of figurative language</p>	<p>Punctuation focus</p> <p>Continued revision on key punctuation.</p> <ul style="list-style-type: none"> • <i>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], BOTH SUBORDINATING AND CO-ORDINATING</i> <p>Revise the difference between co-ordinating and subordinating conjunctions. Look at examples of different types in the novel and sort conjunctions into the correct category. Children to retell sections of the traditional tale using a range of conjunctions. These to then be used in children's quick writes and extended writing.</p> <ul style="list-style-type: none"> • <i>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</i> <p>Find examples of speech in a range of traditional tales, stories and modelled texts. Grammar exercises and then write their own examples of speech between two characters linking to the traditional tale. Encourage children to use different words for said and adverbs.</p>	<p>Extended writing</p> <p>Write poems based on the Magic box by Kit Wright and cinquain poems relating to a Geography or History topic</p> <ul style="list-style-type: none"> • <i>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i> • <i>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</i> • <i>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i> <p>Retell a traditional tale that we have looked at in your own words</p> <ul style="list-style-type: none"> • <i>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</i> • <i>In narratives, creating settings, characters and plot</i> <p>Through editing and redrafting lessons for all topics:</p> <ul style="list-style-type: none"> • <i>Assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i> • <i>Proof-read for spelling and punctuation errors</i> • <i>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</i>
<p>Shared reading</p> <ul style="list-style-type: none"> • <i>Recognising some different forms of poetry [for example, free verse, narrative poetry]</i> <p>Guided and whole class reading sessions reading different forms of poetry</p> <ul style="list-style-type: none"> • <i>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i> <p>Retelling a chosen text/book (potentially a traditional tale) which</p>	<p>Cross curricular links and other writing opportunities</p> <p>Link cinquain poems with a Geography or History topic</p>	<p>Handwriting</p> <ul style="list-style-type: none"> • <i>Increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant</i> <p>Handwriting taught 3x a week. Children assessed and grouped into 3 abilities.</p> <p>Children to write cinquains on a topic of their choice.</p> <p>Publish The Magic Box poems for a display</p>



Castlecroft Primary School English Medium Term Plan

<p>will later be used in writing lessons using story maps and drama</p> <ul style="list-style-type: none"> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>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</i> <p>In every guided/shared reading session. Children must provide reasoned justifications for their thoughts and views. Read the traditional tale stories as a whole class from the 15 stories Year four list.</p>		
<p>Speaking and listening</p> <ul style="list-style-type: none"> • <i>Participate in discussions, presentations, performances, role play, improvisations and debates</i> • <i>Gain, maintain and monitor the interest of the listener(s)</i> <p>For their own poems and the class poem in preparation for the poetry assembly</p> <ul style="list-style-type: none"> • <i>Speak audibly and fluently with an increasing command of Standard English</i> <p>Monitored during every individual and guided reading session</p> <ul style="list-style-type: none"> • <i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i> • <i>Listen and respond appropriately to adults and their peers</i> • <i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i> <p>Group discussions and debates during guided and whole class reads</p> <ul style="list-style-type: none"> • <i>Use relevant strategies to build their vocabulary</i> <p>Produce vocab walls/banks by magpieing words and phrases from poems. In groups children to brainstorm words and phrases around pictures linking to poetry with music on.</p> <ul style="list-style-type: none"> • <i>Articulate and justify answers, arguments and opinions</i> <p>Children to justify their answers, arguments and opinions during guided and independent reads</p>	<p>Phonics/Decoding</p> <ul style="list-style-type: none"> • <i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i> <p>Through RWInc lessons and weekly Monday spelling rules lesson. Correct pronunciation of reading exception words when necessary during whole class reads, guided reads or shared reads. A set of Year 3/4 words will be set each week for homework too.</p>	<p>Spelling/Encoding</p> <ul style="list-style-type: none"> • <i>Practise homophones and near-homophones</i> <p>In Monday's spelling lessons cover homophones taught in Year 4 through short games/activities using pictures/actions to make reference to different word meanings. Children to use these words in their writing during quick writes and extended writes.</p> <ul style="list-style-type: none"> • affect/effect • ball/bawl, • groan/grown • here/hear, • knot/not, • meat/meet, • medal/meddle • missed/mist, • peace/piece, • scene/seen, • whose/who's <ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary • Revise spelling rules from the Year 3/4 spelling appendix <p>Learn a section of the Year 3/4 spelling list. Use dictionaries to check the spelling and meaning of the words. Dictionaries to always be used in drafting and editing lessons.</p>



Castlecroft Primary School English Medium Term Plan

Year 4 Spring 1

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> 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>Covered in weekly spelling lessons and the Year 3/4 words from appendix one set as weekly spellings</p> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read Understand what they read, in books they can read independently <p>Monitored during every individual reading session. Continue to give reading challenges.</p> <ul style="list-style-type: none"> Discussing their understanding and explaining the meaning of words in context <p>Children to complete reading age test to assess their knowledge and understanding of words in context.</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Review and analyse a range of recounts, instructions and arguments.</p>	<p>Stimulus</p> <p>Recount linked to R.E, Geography or History topic</p> <p>Instructions based on How to care for a dragon. Link topic with How to Train your Dragon by Cressida Cowell. Watch part of the movie and look at how character's care for their dragons.</p> <p>Argument report linked to R.E, Geography or History topic.</p>
<p>Comprehension</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Retrieve and record information from non-fiction Using dictionaries to check the meaning of words that they have read <p>Comprehension texts based on a range of non-fiction texts relating to early civilisations and instructions on how to care for something</p> <p>Asking questions to improve their understanding of a text</p> <p>Final question on all comprehension exercises</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Grammar focus</p> <p>Revision of past, present and future tense. Revision of first and third person.</p> <ul style="list-style-type: none"> Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i>] <p>Identify the present perfect form of verbs and the simple past form of verbs in sentences or passages. Alter the present perfect form of verbs to simple past tense verbs and vice versa. Write their own sentences and passages using the present perfect form of verbs and use these in their recount and argument report writing.</p> <ul style="list-style-type: none"> The grammatical difference between plural and possessive –s 	<p>Quick write tasks</p> <p>Quick writes weekly. Monday – write a paragraph/short story using as many of the Year 3/4 spellings as possible or with a focus on a taught grammar skill. Thursday – free quick write based on a stimulus where the children can write anything. Provide pictures from Once upon a picture, Pobble 365 or the Literacy Shed for support.</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 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>In the weekly prep for writing session</p>



Castlecroft Primary School English Medium Term Plan

<ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction <p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p>	<p>Find examples of plural and possessive s in modelled texts and look at how they are used differently.</p> <p>Revise expanded noun phrases with pre and post modifiers and qualifiers, conjunctions and paragraphs. These should now be used more consistently in writing tasks.</p>	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) <p>List of detailed ingredients for set of instructions</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], BOTH SUBORDINATING AND CO-ORDINATING <p>Draft section of chronological instructions using subordinating conjunctions</p> <ul style="list-style-type: none"> Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] <p>Draft sections of recounts and arguments using shared write partners</p>
	<p>Punctuation focus</p> <p>Revise apostrophes for contraction.</p> <ul style="list-style-type: none"> Apostrophes to mark plural possession [for example, the girl's name, the girls' names] <p>Look at apostrophes in modelled texts and how they are used differently. Recognise the three different uses; contraction, singular possession and plural possession. Find examples of each in the modelled text. Use them in their quick writes and extended writing pieces.</p> <p>Revise key punctuation and inverted commas.</p>	<p>Extended writing</p> <ul style="list-style-type: none"> Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] <p>Write a recount based on a R.E, History or Geography topic</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], BOTH SUBORDINATING AND CO-ORDINATING Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Apostrophes to mark plural possession [for example, the girl's name, the girls' names] <p>Write a set of instructions based on how to care for a dragon</p> <ul style="list-style-type: none"> Organising paragraphs around a theme Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], BOTH SUBORDINATING AND CO-ORDINATING



Castlecroft Primary School English Medium Term Plan

		<p>Write an argument report linked to R.E, History or Geography topic</p> <p>Through editing and redrafting lessons for all topics:</p> <ul style="list-style-type: none"> • <i>Assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i> • <i>Proof-read for spelling and punctuation errors</i> • <i>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</i>
<p>Shared reading</p>	<p>Cross curricular links and other writing opportunities</p>	<p>Handwriting</p>
<ul style="list-style-type: none"> • <i>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> • <i>Reading books that are structured in different ways and reading for a range of purposes</i> • <i>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</i> <p>Read Egyptian Cinderella or another book linking to ancient civilisations as well as reading tales from other cultures from the 15 stories Year 4 list</p> <ul style="list-style-type: none"> • <i>Discussing their understanding and explaining the meaning of words in context</i> <p>During guided reading and whole class reads children to complete vocabulary activities such as using context clues, looking at the type of word it is (noun, verb, adjective, adverb), identifying word endings or beginnings or blanking out the unknown word and fitting in a word that could make sense within the context of the sentence</p> <ul style="list-style-type: none"> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> <p>In every guided/shared reading session. Children must provide reasoned justifications for their thoughts and views.</p>	<p>Recount linked to R.E, History or Geography topic</p> <p>Argument report linked to R.E, History or Geography topic</p>	<ul style="list-style-type: none"> • <i>Increase the legibility, consistency and quality of their handwriting by ensuring that lines of writing are spaced sufficiently so ascenders and descenders of letters do not touch</i> <p>Handwriting taught 3x a week. Children assessed and grouped into 3 abilities. Children to use their joined, cursive handwriting when publishing a piece of display work for a chosen topic</p>



Castlecroft Primary School English Medium Term Plan

Speaking and listening	Phonics/Decoding	Spelling/Encoding
<ul style="list-style-type: none"> • <i>Speak audibly and fluently with an increasing command of Standard English</i> <p>Monitored during every individual and guided reading session</p> <ul style="list-style-type: none"> • <i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i> • <i>Listen and respond appropriately to adults and their peers</i> • <i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i> <p>Group discussions and debates during guided and whole class reads</p> <ul style="list-style-type: none"> • <i>Articulate and justify answers, arguments and opinions</i> <p>Children to justify their answers, arguments and opinions during guided and independent reads</p>	<ul style="list-style-type: none"> • <i>Use further prefixes and suffixes</i> • <i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i> <p>Continued revision</p>	<p>In Monday's spelling lessons cover plural possessive words. Play short quiz show style games to ensure children recognise plural words with regular plurals and irregular plurals. Children to use these words in their writing during quick writes and extended writes.</p> <ul style="list-style-type: none"> • <i>Use the first two or three letters of a word to check its spelling in a dictionary</i> • <i>Revise spelling rules from the Year 3/4 spelling appendix</i> <p>Learn a section of the Year 3/4 spelling list. Use dictionaries to check the spelling and meaning of the words. Dictionaries to always be used in drafting and editing lessons.</p>



Castlecroft Primary School English Medium Term Plan

Year 4 Spring 2

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> 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>Covered in weekly spelling lessons and the Year 3/4 words from appendix one set as weekly spellings. Complete a miscue analysis on a text with examples of these in it</p> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read Understand what they read, in books they can read independently <p>Monitored during every individual reading session. Continue to give reading challenges.</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Review and analyse a range of fantasy narratives, newspaper reports and non-chronological reports</p>	<p>Stimulus</p> <p>Read and write fantasy narratives. Watch short film clips for ideas</p> <p>Newspaper report based on a fantasy creature sighting or a fantasy creature escaping. Complete interviews with witnesses during drama lessons</p> <p>Non-chronological report based on fantasy creature. Look at appearance, habitat, diet, species, skills, fun facts etc. Create fantasy creature top trump cards as an end of term activity.</p>
<p>Comprehension</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <p>When looking at Fantasy stories compare these to fairytales, myths and legends. Carry out comprehension exercises on these text types.</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes <p>Comprehension exercises based on fantasy narratives, instructions and non-chronological reports</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text <p>Final question on all comprehension exercises</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, 	<p>Grammar focus</p> <ul style="list-style-type: none"> Headings and sub-headings to aid presentation <p>Look at the presentation of a range of newspaper reports and non-chronological reports</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] <p>Revision of fronted adverbials and expanded noun phrases with pre and post modifiers and qualifiers and do grammar exercises on both. Search for them in the fantasy narratives, newspaper reports and non-chronological reports. Write their own and then practise sentences to use in their quick writes and extended writing</p> <p>Revise 'a' and 'an'</p>	<p>Quick write tasks</p> <p>Quick writes weekly. Monday – write a paragraph/short story using as many of the Year 3/4 spellings as possible or with a focus on a taught grammar skill. Thursday – free quick write based on a stimulus where the children can write anything. Provide pictures from Once upon a picture, Pobble 365 or the Literacy Shed for support.</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 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>In the weekly prep for writing session</p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The



Castlecroft Primary School English Medium Term Plan

<p><i>thoughts and motives from their actions, and justifying inferences with evidence</i></p> <ul style="list-style-type: none"> Identifying main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction predicting what might happen from details stated and implied Discussing words and phrases that capture the reader's interest and imagination <p>For each of these targets and each reading domain there will be one Focused Skills comprehension lesson and then questions in each mixed comprehension following this</p>		<ul style="list-style-type: none"> <i>conductor shouted, "Sit down!"</i> 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>Write witness statements using inverted commas</p> <ul style="list-style-type: none"> Headings and sub-headings to aid presentation Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] <p>Write narrative, newspaper reports and non-chronological report extracts practising the key grammar and punctuation skills</p>
	<p>Punctuation focus</p> <p>Continued revision on commas.</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], BOTH SUBORDINATING AND CO-ORDINATING <p>In newspaper reports and narratives</p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] <p>In newspaper reports and narratives</p>	<p>Extended writing</p> <ul style="list-style-type: none"> In narratives, creating settings, characters and plot <p>Write a fantasy narrative, creating their own characters, setting and plot using all grammar and punctuation targets taught so far</p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Write a newspaper report and a non-chronological report linked to their fantasy narrative using all grammar and punctuation targets taught so far</p> <p>Through editing and redrafting lessons for all topics:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 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>Shared reading</p>	<p>Cross curricular links and other writing opportunities</p>	<p>Handwriting</p>
<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, 	<p>Design and draw or paint a fantasy creature in art</p>	<ul style="list-style-type: none"> Increase the legibility, consistency and quality of their



Castlecroft Primary School English Medium Term Plan

<p>plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • 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>Read fairy tales from the 15 stories Year 4 list</p> <ul style="list-style-type: none"> • Discussing their understanding and explaining the meaning of words in context <p>During guided reading and whole class reads children to complete vocabulary activities such as using context clues, looking at the type of word it is (noun, verb, adjective, adverb), identifying word endings or beginnings or blanking out the unknown word and fitting in a word that could make sense within the context of the sentence</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>In every guided/shared reading session. Children must provide reasoned justifications for their thoughts and views.</p>	<p>Write non-chronological reports on invertebrates in Science</p>	<p>handwriting by ensuring that the downstrokes of letters are parallel and equidistant</p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting by ensuring that lines of writing are spaced sufficiently so ascenders and descenders of letters do not touch <p>Handwriting taught 3x a week. Children assessed and grouped into 3 abilities. Children to use their joined, cursive handwriting when publishing a piece of display work for a chosen topic. Handwriting in all books to be as neat as handwriting books</p>
<p>Speaking and listening</p>	<p>Phonics/Decoding</p>	<p>Spelling/Encoding</p>
<ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English <p>Monitored during every individual and guided reading session</p> <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Listen and respond appropriately to adults and their peers • Consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Group discussions and debates during guided and whole class reads</p> <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary <p>Produce vocab walls/banks by magpieing words and phrases from fantasy novels. In groups children to brainstorm words and phrases around pictures linking to fantasy with music on. Also use word walks and word swap-grids.</p>	<ul style="list-style-type: none"> • Use further prefixes and suffixes • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Continued revision</p>	<ul style="list-style-type: none"> • Use the Possessive apostrophe with plural words with regular plurals e.g. swans' and irregular e.g. children's • Spell words that are often misspelt. The sound spelt ou, words ending with the g sound spelt gue, words with the k sound spelt que, words with the s sound spelt sc. <p>In Monday's spelling lessons cover words that are often misspelt, including those from the NC and any that often arise in class. Children to use these words in their writing during quick writes and extended writes.</p> <ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary • Revise spelling rules from the Year 3/4 spelling appendix <p>Learn a section of the Year 3/4 spelling list. Use dictionaries to check the spelling and meaning of the words. Dictionaries to</p>



Castlecroft Primary School English Medium Term Plan

<ul style="list-style-type: none">• <i>Articulate and justify answers, arguments and opinions</i> Children to justify their answers, arguments and opinions during guided and independent reads• <i>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i> Children to speculate and hypothesise when making predictions about the fantasy novel. Children to also speculate and hypothesise when writing newspaper reports about the mystery of a fantasy creature escaping		always be used in drafting and editing lessons.
---	--	---



Castlecroft Primary School English Medium Term Plan

Year 4 Summer 1

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> 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>Covered in weekly spelling lessons and the Year 3/4 words from appendix one set as weekly spellings</p> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read Understand what they read, in books they can read independently <p>Monitored during every individual reading session. Continue to give reading challenges.</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Review and analyse a range of play scripts and film reviews</p>	<p>Stimulus</p> <p>Narrative based on La Luna (Literacy Shed). Watch the short film and write a short retell of the film</p> <p>Turn the narrative/retell of the film into a play script. Act out scenes from the film and make notes on character's actions, body language etc to support play script actions</p> <p>Write a film review based on La Luna. Interview class members and staff for their opinions of the film</p>
<p>Comprehension</p> <ul style="list-style-type: none"> Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Comprehension exercise on playscript(s)</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text <p>Final question on all comprehension exercises</p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction <p>Non-fiction texts based on the Lunar Phase cycle.</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>Use film clip stills/screenshots from La Luna to infer character's feelings, thoughts and motives. Children to justify their inferences using evidence from what they can see or the character's actions</p> <ul style="list-style-type: none"> Predicting what might happen from details stated and implied <p>Focus on details that are implied from La Luna.</p>	<p>Grammar focus</p> <p>Revision of all grammar targets taught. Assess all grammar targets in this term's written pieces.</p>	<p>Quick write tasks</p> <p>Quick writes weekly. Monday – write a paragraph/short story using as many of the Year 3/4 spellings as possible or with a focus on a taught grammar skill. Thursday – free quick write based on a stimulus where the children can write anything. Provide pictures from Once upon a picture, Pobble 365 or the Literacy Shed for support.</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 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>In the weekly prep for writing session</p> <p>Produce film strips with ideas for dialogue and actions for a chosen scene from La Luna</p>
	<p>Punctuation focus</p>	<p>Extended writing</p>



Castlecroft Primary School English Medium Term Plan

	<p>Revision of all punctuation targets taught. Assess all punctuation targets in this term's written pieces.</p>	<p>Focus on all Year 4 grammar and punctuation targets throughout most/all writing</p> <p>Retell a narrative from a film – La Luna from the Literacy Shed</p> <p>Write a play script for a short film – La Luna from the Literacy Shed</p> <p>Write a film review based on La Luna on the computer</p>
<p>Shared reading</p>	<p>Cross curricular links and other writing opportunities</p>	<p>Handwriting</p>
<ul style="list-style-type: none"> • <i>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> • <i>Reading books that are structured in different ways and reading for a range of purposes</i> • <i>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</i> • <i>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i> <p>Guided and whole class reading sessions performing playscripts (Aliens in space guided reading books in Yr4)</p>	<p>Write film review on a Publisher document, choosing colour schemes, font styles and images</p>	<ul style="list-style-type: none"> • <i>Increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant</i> • <i>Increase the legibility, consistency and quality of their handwriting by ensuring that lines of writing are spaced sufficiently so ascenders and descenders of letters do not touch</i> <p>Handwriting taught 3x a week. Children assessed and grouped into 3 abilities. Children to use their joined, cursive handwriting when publishing a piece of display work for a chosen topic. Handwriting in all books to be as neat as handwriting books</p>
<p>Speaking and listening</p>	<p>Phonics/Decoding</p>	<p>Spelling/Encoding</p>
<ul style="list-style-type: none"> • <i>Participate in discussions, presentations, performances, role play, improvisations and debates</i> • <i>Gain, maintain and monitor the interest of the listener(s)</i> <p>For their play scripts</p> <ul style="list-style-type: none"> • <i>Speak audibly and fluently with an increasing command of Standard English</i> <p>Monitored during every individual and guided reading session</p> <ul style="list-style-type: none"> • <i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i> • <i>Listen and respond appropriately to adults and their peers</i> • <i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i> <p>Group discussions and debates during guided and whole class reads</p> <ul style="list-style-type: none"> • <i>Use relevant strategies to build their vocabulary</i> 	<ul style="list-style-type: none"> • <i>Use further prefixes and suffixes</i> • <i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i> <p>Continued revision</p>	<ul style="list-style-type: none"> • <i>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</i> <p>Now that most of the spellings on the Year 3/4 list have been covered, practise those that they still don't know. Highlight the spellings that they do know on the sheet at the front of their spelling book.</p> <ul style="list-style-type: none"> • <i>Use the first two or three letters of a word to check its spelling in a dictionary</i> • <i>Revise spelling rules from the Year 3/4 spelling appendix</i> <p>Learn a section of the Year 3/4 spelling list. Use dictionaries to check the spelling and meaning of the words. Dictionaries to always be used in drafting and editing lessons.</p>



Castlecroft Primary School English Medium Term Plan

Create a similar setting to La Luna to help the children imagine/picture themselves in the film. Produce a word wall/bank of what they can see, hear, smell, touch etc

- *Articulate and justify answers, arguments and opinions*

Children to justify their answers, arguments and opinions during guided and independent reads when reviewing La Luna

- *Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*

Children to speculate and hypothesise when making predictions about La Luna



Castlecroft Primary School English Medium Term Plan

Year 4 Summer 2

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> 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>Covered in weekly spelling lessons and the Year 3/4 words from appendix one set as weekly spellings</p> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read Understand what they read, in books they can read independently <p>Monitored during every individual reading session. Continue to give reading challenges.</p> <ul style="list-style-type: none"> Discussing their understanding and explaining the meaning of words in context <p>Children to complete reading age test to assess their knowledge and understanding of words in context.</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Review and analyse a range of formal, informal and persuasive letters</p>	<p>Stimulus</p> <p>Persuasive letter written to Mrs Birbeck-Simpson or Mr Dyall with a link to Maths Enterprise. Letter persuading teacher to lend the class money to make Maths Enterprise products. Send the letters off to Mrs Birbeck-Simpson or Mr Dyall</p> <p>Formal and informal letter writing based on a solicitor's letter from parents to child about their behaviour and a letter back threatening to move out. Sort formal and informal clothing pictures and link to language being formal or informal and then link this to formal and informal writing. Look at a range of examples of formal and informal e.g – solicitors letters, letters of complaint, diaries etc</p>
<p>Comprehension</p> <ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes <p>Reading formal and informal letters and letters of persuasion</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identifying main ideas drawn from more than one paragraph and summarising these <p>Linked to letters written from parents to children about their behaviour with a discussion of their feelings, thoughts and motives from their actions. Compare this with the letter from the child to the parents. Are their feelings, thoughts, motives and actions portrayed differently when told by a different person?</p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning 	<p>Grammar focus</p> <p>Focus on any grammar targets that they are still struggling with after last terms assessment. Complete in differentiated groups.</p> <p>Punctuation focus</p> <p>Focus on any punctuation targets that they are still struggling with after last terms assessment. Complete in differentiated groups.</p>	<p>Quick write tasks</p> <p>Write formal and informal statements from the solicitor, parents and children</p> <p>Extended writing</p> <p>Focus on all Year 4 grammar and punctuation targets throughout most/all writing</p> <p>Persuasive letter written to Mrs Birbeck-Simpson or Mr Dyall with a link to Maths Enterprise</p> <p>Formal and informal letter writing based on a solicitor's letter from parents to child about their behaviour and a letter back threatening to move out.</p>



Castlecroft Primary School English Medium Term Plan

<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read <p>Compare the language, structure and presentation of a formal letter in comparison to an informal letter. Are vocabulary choices different? Children to check the meaning of any formal or informal vocabulary that they have read using a dictionary.</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text <p>Final question on all comprehension exercises</p>		
<p>Shared reading</p>	<p>Cross curricular links and other writing opportunities</p>	<p>Handwriting</p>
<ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination <p>Through shared and guided reading texts and class readers</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identifying main ideas drawn from more than one paragraph and summarising these <p>Linked to letters written from parents and children</p> <ul style="list-style-type: none"> 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>Persuasive letter writing linked to Maths Enterprise</p> <p>Diary entry linked to the day in the life of a child working in another country as part of Earning a Living geography topic</p> <p>Diary writing linked to Fairbourne residential</p>	<ul style="list-style-type: none"> Increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant Increase the legibility, consistency and quality of their handwriting by ensuring that lines of writing are spaced sufficiently so ascenders and descenders of letters do not touch <p>Handwriting taught 3x a week. Children assessed and grouped into 3 abilities. Children to use their joined, cursive handwriting when publishing a piece of display work for a chosen topic. Handwriting in all books to be as neat as handwriting books</p>
<p>Speaking and listening</p>	<p>Phonics/Decoding</p>	<p>Spelling/Encoding</p>
<ul style="list-style-type: none"> 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, attending to and building on the contributions of others Select and use appropriate registers for effective communication Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Articulate and justify answers, arguments and opinions <p>Discussions and debates linked to who the children agree with – the parents or the child. Presentations linked to persuasive writing and children to express their feelings and offer</p>	<ul style="list-style-type: none"> Use further prefixes and suffixes Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Continued revision</p>	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Now that most of the spellings on the Year 3/4 list have been covered, practise those that they still don't know. Highlight the spellings that they do know on the sheet at the front of their spelling book.</p> <ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in a dictionary Revise spelling rules from the Year 3/4 spelling appendix <p>Learn a section of the Year 3/4 spelling list. Use dictionaries to check the spelling and meaning of the words. Dictionaries to always be used in drafting and editing lessons.</p>



Castlecroft Primary School English Medium Term Plan

explanations as to why the children should be given a budget for Maths Enterprise week.

- *Speak audibly and fluently with an increasing command of Standard English*

Monitored during every individual and guided reading session

- *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- *Listen and respond appropriately to adults and their peers*

Group discussions and debates during guided and whole class reads