



Christ Church CE (c) Primary School
English Long Term Planning – Year 4

Area of study	Autumn Term Skills	Spring Term Skills	Summer Term Skills
Reading <i>Applying Phonics</i>	<p>I know that phonics is one strategy to read unfamiliar words.</p> <p>I know when phonic strategies will help to read a word and when they will not.</p> <p>I use knowledge of root words to help me read unfamiliar words.</p> <p>I use root words to help me understand the meaning of unfamiliar words.</p> <p>I use knowledge of learned prefixes to help me read unfamiliar words.</p> <p>I use prefixes to help me understand the meaning of unfamiliar words.</p>	<p>I use knowledge of learned suffixes to help me read unfamiliar words.</p> <p>I use suffixes to help me understand the meaning of unfamiliar words.</p> <p>I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words.</p> <p>I know that many words may have a similar pronunciation but may be written differently.</p>	<p>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</p> <p>I know that some of these are unusual.</p> <p>I know that unfamiliar words can be read by using knowledge of known similar words (analogy).</p> <p>I use analogy drawing on the pronunciation of similar known words to read others</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>



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<p>Reading <i>Reading for pleasure</i></p>	<p>I know that there is a range of narrative stories.</p> <p>I discuss the range of narrative stories introduced so far and consider differences and similarities.</p> <p>I understand that these have different plot patterns.</p> <p>I know that the plot develops in different ways according to the plot pattern.</p> <p>I use a dictionary to check or find the meaning of new words.</p> <p>I find similarities in the books I read.</p> <p>I understand that writers open stories in different ways.</p>	<p>I understand that a writer can use patterned language for effect.</p> <p>I find examples of patterned language for effect.</p> <p>I identify words and language that show the setting of a book – historical, cultural or social.</p> <p>I know that writers choose words and language to show atmosphere, mood or feelings.</p> <p>I find words and language in my reading that writers have used to show atmosphere, mood or feelings.</p> <p>I identify different openings in different books and I can compare different story openings.</p>	<p>I explain how the writer has used words and language to show the setting of a book.</p> <p>I explain how the words and language used show atmosphere, mood or feelings.</p> <p>I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.</p> <p>I record words and language from my reading to use in my own writing.</p> <p>I find similarities in the use of language and openings in books experienced.</p> <p>I read a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>
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<p>Reading <i>Poetry & Non-fiction</i></p>	<p>Poetry I know that there are different forms of poetry.</p> <p>I know that <i>words</i> and language in poems create effects.</p> <p>I explain the effect created by the poet's choice of words and language.</p> <p>I know that poems may have patterned language.</p> <p>I find examples of patterned language in the poems I read.</p> <p>Non-fiction I choose a specific non-fiction book for a specific purpose.</p> <p>I identify any words that are unfamiliar to me.</p> <p>I use dictionaries to check or find the meaning of unfamiliar words.</p>	<p>Poetry I explain the effect of patterned language in poems and why a poet might use it.</p> <p>I understand that the meaning of poems can be enhanced through performance.</p> <p>I enjoy watching performances of poems.</p> <p>Non-fiction I know where to find the specific information needed in my book.</p> <p>I discuss the meaning of the unfamiliar words identified.</p>	<p>Poetry I recognise and name different types of poems which have been introduced to me.</p> <p>I discuss how the meaning of a poem is enhanced through performance.</p> <p>I identify that intonation, tone, volume and action can be used to enhance meaning.</p> <p>I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Non-fiction I know how to use a non-fiction book to find identified information.</p>
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<p>Reading <i>Reading with Understanding</i></p>	<p>I understand that a reader needs to interact with a text to understand it fully.</p> <p>I actively seek the meaning of any words or language not understood.</p> <p>I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</p> <p>I frequently empathise with a character.</p> <p>I identify the main idea/s of a text.</p> <p>I know that the main idea of a text can be summarised in a sentence.</p> <p>I know that many books have themes.</p> <p>I identify a theme in a book.</p> <p>I discuss the possible theme/s in books.</p> <p>I know that the organisation and layout of books vary according to the purpose of the book.</p>	<p>I check understanding in any book or text read.</p> <p>I ask questions to ensure understanding of a text.</p> <p>I understand that a writer wants the reader to respond in a certain way.</p> <p>I explain how the writer made sure of the reader's response, using evidence from the text.</p> <p>I compare with others' personal responses to a text.</p> <p>I understand why a character acted, responded or felt in a certain way.</p> <p>I make predictions based on the text and from knowledge from other books.</p> <p>I identify the main idea in paragraphs in a text.</p> <p>I summarise the main idea of a text in a sentence.</p> <p>I find evidence which shows what the theme is in a book.</p> <p>I explain why the evidence shows what the theme is.</p>	<p>I ask questions to deepen understanding of a text – between and beyond the lines.</p> <p>I find where the writer has written to make the reader respond in a certain way.</p> <p>I adapt my own response in the light of others' responses.</p> <p>I understand why a writer wanted the character to respond in a certain way.</p> <p>I infer meaning using evidence from events, description and dialogue.</p> <p>I make connections with books with similar themes.</p> <p>I skim to find specific information on a page or in a paragraph.</p> <p>I scan a page or paragraph to find key words or information.</p> <p>I use the organisation and layout of a book to find specific information.</p> <p>I record key words or information found.</p>
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Writing <i>Handwriting</i>	I use the diagonal and horizontal strokes that are needed to join letters.	I understand which letters, when adjacent to one another, are best left un-joined.	I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Writing <i>Composition</i>	I write from memory simple dictated sentences that include words and punctuation taught. My narrative writing is organised into clear sequences with more than a basic beginning, middle and end.	I write a narrative with a clear structure, setting, characters and plot. I include key vocabulary and grammar choices that link to the style of writing.	My endings are developed and close the narrative appropriately relating to the beginning, or a change in a character. I begin to open paragraphs with topic sentences and organise them around a theme.
Writing <i>Spelling</i>	I use the first two or three letters of a word to check its spelling in a dictionary. I spell words with additional prefixes and understand how to add them to root words.	I spell words with additional suffixes and understand how to add them to root words. I use plural 's' and possessive 's' correctly.	I recognise and spell additional homophones. I spell identified commonly misspelt words from the Year 3 and 4 word list.
Writing <i>Punctuation</i> Apostrophe for possession and omission. Punctuation for direct speech.	All my sentences are correctly demarcated.	I use the apostrophe for omission and possession. I secure the use of punctuation in direct speech, including a comma after the reporting clause.	I almost always use commas for fronted adverbials.



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Commas for fronted adverbials.			
Writing Vocabulary and Grammar New terminology: determiner pronoun possessive pronoun adverbial	<p>I use a range of sentences with more than one clause, through the use of conjunctions.</p> <p>I use of a wider range of conjunctions: although, however, despite, as well as.</p> <p>I use the correct article 'a' or 'an'.</p> <p>My sentences are often opened in different ways to create effects.</p> <p>I use expanded noun phrases with modifying adjectives.</p>	<p>I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.</p> <p><i>I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency.</i></p> <p>I use fronted adverbials of place, time and manner, including the use of a comma.</p> <p>I use adverbs and prepositions to express time, manner, place and cause.</p>	<p>I build cohesion within paragraphs through controlled use of tenses and subordinating and co-ordinating conjunctions.</p> <p>I use standard English for verb inflections, instead of spoken forms.</p> <p>I can begin to refine my vocabulary and grammar choices to ensure they are appropriate for the audience and purpose.</p>



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Speaking and Listening	<p>I use Standard English when it is required.</p> <p>I ask questions to clarify or develop my understanding.</p> <p>I sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>I justify an answer by giving evidence.</p>	<p>I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</p> <p>I perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</p>	<p>I am increasingly able to adapt what I am saying to the needs of the listener or audience.</p> <p>I show that I understand the main point and the details in a discussion.</p> <p>I show that I know that language choices vary in different contexts.</p> <p>I can participate in discussion, taking turns and listening to what others say.</p>