EAST HERRINGTON PRIMARY ACADEMY

English Medium Term Plan

Year 4

Year 4 English Medium Term Plan

The following document is the medium term plan for Year 4 English. This specifically covers those objects which are taught within the English Lessons. It should be noted that the following objectives have their own dedicated teaching time as outlined in the Year 4 Medium Term Planning but should be reinforced at every possible opportunity when teaching English.

Handwriting: Pupils should be taught to:
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Spelling (see English Appendix 1) Pupils should be taught to spell by:
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Reading Objectives for each unit should be taught within the English Lessons in addition to guided reading and daily shared reading. Guided Reading record sheets have all year group objectives for word reading and comprehension and all children should achieve these within guided/individual reading sessions along with reading in the English Units.

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Genre - Recounts

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

Purpose: The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain

Generic structure	Language features	Knowledge for the writer
Structure often includes: ▪ orientation such as scene-setting or establishing context (It was 1914. I looked over the top of the trench ...); ▪ an account of the events that took place, often in chronological order (The day started with the Morning Hate...); ▪ Some additional detail about each event (It was freezing and wet.); ▪ Reorientation, e.g. a closing statement that may include elaboration. (I hope we survive another night.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.	▪ Usually written in the past tense. Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the trench and I suddenly hear artillery fire!). ▪ Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). ▪ The subject of a recount tends to focus on individual or group participants (third person: they all shouted, everyone was struggling). ▪ Personal recounts are common (first person: I was thinking about my family).	▪ Plan how you will organise the way you retell the events. You could use a timeline to help you plan. ▪ Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. ▪ Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think the cold nights in the trench were the hardest). ▪ Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? ▪ Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)

Unit/T4W: The Promise

Model/Key Text Text: The Promise – Nicola Davies.

Cross Curricular Application: Tudors (diary entry), Rainton Meadows trip (Scientific recount).

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Other Key Texts:			

Year 4 Recount Reading	**Themes and Conventions**	**Comprehension and Inference**	**Language for Effect**

	● Use fronted adverbials including correct use of commas *e.g. **Later that day.*** Explore general phase / clause order in greater detail, for example, investigating how the information needed in the introductory sentence to orientate the reader *(Who? What? Where? When?)* can be re-ordered to best hook the reader's interest
	
	 ● Secure use of direct speech punctuation, including punctuation within and surrounding inverted commas. For example, explore how direct speech is used in recounts to engage the reader, and explore where the speech is used within the text e.g.
	
	    ➢ As the opening line drawing the reader in immediately; in the conclusion to support summarising, for example, ***One Year 4 pupil summed up the day on behalf of the whole class, "That was the best school trip ever!"***
	
	 ● Develop the use of relative clauses beginning with *who, which, where, that e.g.* ***The pupils,***
		● Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events / topics/ things, compared with past tense to recount the actual event e.g. ***Beamish houses a vast array or artefacts, some of which are very rare*** *(present tense).* ***Class 4 visited this intriguing attraction last week and were stunned by the number exhibitions waiting to be discovered there*** *(past tense).*
		
		 ● Secure the use of paragraphs to organise ideas around a theme e.g.
		
		    ➢ Develop the final paragraph as a way of summarising the event in greater detail, for example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. ***No doubt, Year 4 children will continue to be amazed by this fascinating attraction for years to come.***
		
		 ● Some attempt to link paragraphs together across a text using transitional words for time and sequence e.g. *after a while,*
			● Use technical vocabulary related to the subject.
			
			 ● Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
			
			 ● Effectively use conjunctions, adverbs and prepositions to express time and cause and place.
			
			 ● Select words and phrases that support the "theme" of the recount e.g. a positive event will use positive imagery/word choices throughout.
			
			 ● Make appropriate vocabulary choice depending on the style and context of the recount e.g. technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.

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	who all went to Greenways Primary School were very excited to be on the adventure… ● Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*	*meanwhile, shortly after, subsequently, in the end …* ▪ Use 1st and 3rd person appropriately and consistently throughout the text e.g. 3rd person: *they all shouted, she crept out, it looked like an animal of some kind.* Use of 1st person in personal recount: *I was on my way to school ... We got on the bus.*	
Year 4 **Recount** **Writing**	**Sentence Structure and Punctuation**	**Text Structure and Organisation**	**Vocabulary**
	☐ Make comparisons within and across different recount texts identifying some themes, features and conventions ● Identify purpose and viewpoint of different recount texts	•Express personal opinions about a wide range of texts •Make comparisons within and across texts •Identify and discuss the significance of recount texts that are structured in different ways and for different purposes •Ask questions in order to interrogate the text •Summarise main ideas from more than one paragraph, identifying key details that support the main ideas •Make inferences based on textual evidence *e.g. read between the lines and*	● Identify and comment on formal and informal language ● Understand how writers use language for comic and dramatic effect ● Understand how word meanings change when used in different contexts ● Recognise nuances in vocabulary choices

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		• *find evidence for the interpretation* • Explain inferred meanings drawing on evidence across the text • Predict from details stated and implied and modify predictions in the light of new evidence	

Writing Composition	Pupils should be taught to:
	
	Plan their writing by:
	
	    o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	    o discussing and recording ideas
	draft and write by:
	
	    o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
	    o organising paragraphs around a theme
	    o in narratives, creating settings, characters and plot
	    o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	Evaluate and edit by:
	
	    o assessing the effectiveness of their own and others' writing and suggesting improvements
	    o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	    o 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.		

Opportunities for Poetry	C		

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Genre - Persuasion
Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Generic structure	Language features	Knowledge for the writer

▪ An opening statement (thesis) that sums up the viewpoint being presented. (I am writing to tell you all the fantastic reasons why I should be on the nice list.)
▪ Strategically organised information presents and then elaborates on the desired viewpoint. (You should put me on the nice list because I am always kind, hep others and make good choices.)
▪ A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... I am sure that you would agree.)
	▪ Written in simple present tense.
	▪ Often refers to generic rather than specific participants (Being helpful is really important...).
	▪ Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...).
	▪ Tends to move from general to specific when key points are being presented. (I am very helpful. I tidy my room, wash the dishes and help out with my baby brother.)
	▪ Use of rhetorical questions. (Do you want to know more? So what do you have to do to?)
	▪ Text is often combined with other media to emotively enhance an aspect of the argument.
		▪ Decide on the viewpoint you want to present and carefully select the information that supports it.
		▪ Organise the main points to be made in the best order and decide which persuasive information you will add to support each.
		▪ Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list.
		▪ Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant.
		▪ Try to appear reasonable and use facts rather than emotive comments.
		▪ Choose strong, positive words and phrases and avoid sounding negative.
		▪ Use short sentences for emphasis.
		▪ Use techniques to get the reader on your side:
		  ➢ address them directly (Let me tell you all the reasons why I must be on the nice list.);
		  ➢ adopt a friendly and informal tone;
		  ➢ use memorable or alliterative slogans (Fabulous friend, Super sister, brilliant brother);
		  ➢ use simple psychology to appeal to the reader's judgement. (Everyone knows that ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You'd be foolish not to.)
		▪ Re-read the text as if you have no opinion and decide if you would be persuaded.
		▪ Remember that you can use persuasive writing within other text types.

Unit/T4W: Multi-Purpose spy key ring

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Model/Key Text: Stormbreaker, Mr Stink, Department for Education Letter, Persuasive adverts, Leaflets (linked to topic – Sunderland, Rivers).

Cross Curricular Application: Tudors - persuade to buy a house, Sunderland and Science (Living things and their habitats).

Other Key Texts:

Year 4 Persuasive Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	• Identify and explain the main purpose of the persuasive text. • Express personal opinion of writer's viewpoint and effect on the reader. • Comment on how writers use conventions to persuade the reader.	• Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions • Be able to locate key information efficiently, for a purpose • Ask questions to improve their understanding of a text • Identify main ideas drawn from more than one paragraph and summarise these • Identify how structure and presentation contribute to the persuasive purpose of the text. • Understand the difference between what is written and what is implied in a text e.g. What I know ... what I think I know	• Identify words or phrases that capture their interest and imagination • Explore the origins of words within texts read • Demonstrate understanding of how alliteration, exaggerated language and the power of three can be persuasive.
Year 4 Persuasive Writing	**Sentence Structure and Punctuation**	**Text Structure and Organisation**	**Vocabulary**
	● Use fronted adverbials including correct use of commas e.g. collect and use a range of adverbials that can be used to link persuasive	● Secure the use of paragraphs to organise ideas around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented:	● Vary vocabulary, including technical vocabulary related to the subject e.g. *waterproof, transparent*

	points together e.g. ***Down by the River Wear, you will find…*** ● Develop the use of relative clauses beginning with *who, which, where, that* e.g. ***The trainer is brightly coloured, which means you will be seen in the dark.*** ● Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*	➢ Ordering points to link them together so that one follows from another ➢ How a closing statement repeats and reinforces the original / opening statement or viewpoint, for example, '***All the evidence shows that…' It's quite clear that …. Having seen all that we offer you, there can be no doubt that we are the best.*** ● Use a range of organisational devices *e.g.* sub-headings, bullet points, text layout, possible links to ICT*,* ordering points to link them together so that one follows from another; use statistics, graphs, images, and visual aids to support or reinforce arguments. ● Explore the use of devices to structure a persuasive argument, e.g. adverbs, adverbial phrases, conjunctions e.g. ***if, then, on the other hand, finally, so*** ● Use rhetorical questions to lay emphasis on a point and act as a persuasive device.	● Choose nouns or pronouns appropriately for clarity and cohesion e.g. investigate how the same subject is referred to many different ways in some persuasive texts, in order to make it sound more appealing or grand, e.g. ***At McDonalds we will make your taste buds tingle… this 5 star restaurant is world famous…. Our beautiful bistro…*** ● Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. explore the use of expanded noun phrases in advertising e.g ..***the beach with its mile long stretch of golden white sand…, rich velvety chocolate harvested from the heart of the Amazonian rainforest..*** ● Use linguistic devices such as puns, jingles, alliteration and invented words e.g. ***You'll never put a better bit of butter on your knife … A Mars a day helps you work, rest and play..*** ● Use superlative adjectives to compare e.g. ***It is the best restaurant around…. I am the cleverest boy in school …It is the easiest choice you will make..***

Writing Composition	Pupils should be taught to:
	
	Plan their writing by:
	
	     ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	     ○ discussing and recording ideas		

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	draft and write by:
	
	    o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
	    o organising paragraphs around a theme
	    o in narratives, creating settings, characters and plot
	    o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	Evaluate and edit by:
	
	    o assessing the effectiveness of their own and others' writing and suggesting improvements
	    o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	    o 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.

Opportunities for Poetry	River poetry based on senses – free verse and rhyming couplets.

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Genre - Narrative			
Plot Types	Character flaw: (The Promise, Nicola Davies) Opening – introduce MC. Build up – character flaw is revealed. Problem – the flaw leads the MC into trouble. Resolution – MC learns a lesson and changes their ways. Ending – all is well for the future because of the change.	Portal/Conquering the monster: (The Door) Opening – introduce the MC. Build up – a monster appears and causes problems. Problem – the monster is difficult. Resolution – MC(s) defeat the monster. Ending – All is well again. (MC gets a reward).	The Ice Palace (Robert Swindells) Journey Tale: Opening – MC goes on a journey. Build up – Something small goes wrong. Problem – something worse happens. Something even worse happens. Resolution – the obstacles are overcome. Ending – MC gets there in the end.

Year Narrative	Themes and Conventions	Comprehension and Inference	Language for Effect
Reading	● Express personal opinion of writer's viewpoint d effect on the reader e.g. *"The writer thinks families care about each other but sometimes they don't."* ● Identify themes in a wide range of texts e.g. umph of good over evil. ● Recognise the stages in a story and identify	● Express personal responses to fiction. ● Be able to explain the meaning of words in ● context *e.g. using dictionaries or knowledge of spelling conventions.* ● Ask questions to improve their understanding of a text *e.g. pupils ask questions linked to author purpose/themes/broader learning,* "What happened to the girl after the story ended?" ● Identify main ideas drawn from more than one ● paragraph and summarise these.	● Identify words or phrases that capture their interest and imagination *e.g. "I like 'maze of hills'; it makes me think of a mysterious place."* ● Discuss how shades of meaning can affect understanding *e.g. 'Desperately fast' might mean they are running from something* ● Explore the origins of words within texts read

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	the introduction, build-up, climax or conflict and resolution. Notice how the passing of time is conveyed and key words and phrases used to introduce paragraphs or chapters. Identify the events that are presented in more detail and those that are skimmed over. ● Comment on how writers use conventions to engage the reader. ● Identify and discuss the narrative voice.	● Infer characters' feelings , thoughts and motives from their actions and justifying inferences with evidence *e.g. "There are clues that tell us he wasn't happy there – that's why he ran away."* ● Understand the difference between what is written and what is implied in a text *e.g. What I know ... what I think I know* ● Predict what might happen from both details stated and those implied	● Demonstrate understanding of figurative language *e.g. in discussion, children find examples and comment on impact* ● Express responses to particular characters and identify techniques used by the author to persuade the reader to feel sympathy of dislike.
Year **Narrative** **Writing**	**Sentence Structure and Punctuation**	**Text Structure and Organisation**	**Vocabulary**
	● Use fronted adverbials including correct use of commas *e.g.* ➢ Adverbs that signal time :*Later that day, I heard the bad news… Many years ago, the girl had lived in the city….Early that morning …* ➢ Adverbs used to shift attention: *Meanwhile, … At that very moment,…* ➢ Adverbs used to interject suspense : *Suddenly,… Without warning,… Blinking back his tears,* ➢ Adverbial phrases to move the setting for episodes, e.g*. On the other side of the city, …, Back at home, …* ● Use apostrophes to mark plural possession *e.g. the girls' city, the boys' boots.*	● Secure the use of paragraphs to organise ideas around a theme. ● Some attempt to link paragraphs together across a text e.g. *Sometime later…, Suddenly…, Inside the …* ● Organise narrative into chapters, use structure: intro, build- up conflict, resolution. ● Re-tell a story using techniques to entertain the audience, e.g. gestures, repetition, traditional story openings and endings.	● Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ● Select appropriate vocabulary to create settings, characters and plot. ● Effectively use conjunctions, adverbs and prepositions to express time and cause and place. ● Use some figurative or expressive language to build detail and evoke mood and atmosphere. ● Create character descriptions designed to provoke sympathy or dislike in the reader.

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Secure use of direct speech punctuation within and surrounding inverted commas.

Develop the use of relative clauses beginning with who, which, where, that.

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although e.g. When I was young, I lived in a city that was mean and hard and ugly although …

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Use 1st and 3rd person appropriately and consistently throughout the text.

Use organisational devices e.g. times of day, repeated words, phrases, adverbial phrases and linear structures.

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Writing Composition

Pupils should be taught to:

Plan their writing by:

- o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- o discussing and recording ideas

draft and write by:

- o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- o organising paragraphs around a theme
- o in narratives, creating settings, characters and plot
- o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- o assessing the effectiveness of their own and others' writing and suggesting improvements
- o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- o 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.

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Opportunities for Poetry	Free verse poem describing the city from 'The Promise.'

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Genre - Explanatory Text

Purpose: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

▪ A general statement to introduce the topic being explained. (Many Meerkats survive in the Kalahari Desert.) ▪ The steps or phases in a process are explained logically, in order. (**When** the nights get longer ... **because** the temperature begins to drop ... **so** the meerkat looks for a safe place to hide.)	▪ Written in simple present tense. (Meerkats use the sand to dig burrows for homes and protection.) ▪ Use of temporal connectives, e.g. first, then, after that, finally. ▪ Use of causal connectives, e.g. so, because of this.	▪ Choose a title that shows what you are explaining, perhaps using why or how. (Why is the Kalahari Desert a good habitat for Meerkats?) ▪ Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. ▪ Use the first paragraph to introduce what you will be explaining. ▪ Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. ▪ Add a few interesting details. ▪ Interest the reader by talking directly to them (You'll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...). ▪ Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information. ▪ Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.

Unit/T4W

Model/Key Text: How a jellyfish stings

Cross Curricular Opportunities: Electricity, Rivers and Sunderland.

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Year 4 Explanation Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	● Read and analyse a range of explanatory text, investigating and noting features of impersonal style (and noting when a personal tone is used) ● Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms	• Comment on, and justify views about, a range of explanatory texts • Discuss new vocabulary and link meanings to what is already known • Check that the text makes sense as they read e.g. self- correction • Discuss the significance of simple text features e.g. title, events, diagrams etc • Begin to understand how written language can be structured in order to present facts	● Discuss word meanings, linking new meanings to those already known
Year 4 Explanation Writing	**Sentence Structure and Punctuation**	**Text Structure and Organisation**	**Vocabulary**
	● Use fronted adverbials, including correct use of commas. Note how these are usually used to specific a time or cause *e.g. **Millions of years***	● Secure the use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader', for	● Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. ***When an animal dies, the <u>soft part of the animal</u> rots away.***

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later,…., When an animal or plant dies,…., Consequently,

- Develop the use of relative clauses beginning with *who, which, where, that e.g.* **Fossils, who were once animals are a window into our past.**

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*

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example, *So now that you know about fossils, why don't you go on your very own fossil hunt.*

- Some attempt to link paragraphs together across a text

- Use a range of organisational devices *e.g. sub-headings, bullet points, text layout, possible links to ICT, flowcharts, diagrams*

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Millions of years later, <u>the rock surrounding the skeleton</u> rises to the Earth's surface.

- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition e.g. investigate the use of nouns and pronouns in a text and note the use of the noun in the opening statement, followed by the pronoun, for example, *In winter, hedgehogs hibernate. They make their nests under hedges.* Decide on an appropriate balance between nouns and pronouns to aid clarity.

- Make appropriate vocabulary choice, including technical vocabulary depending on the style and context of the explanation.

- Interest the reader by addressing them directly *You'll be surprised to know that…. Have you ever thought about the way that ….?"*or by relating the subject to their own experience at the end e.g. *So next time you see a pile of dead leaves in the autumn…*

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| **Writing Composition** | Pupils should be taught to:

 Plan their writing by:

      o   discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
      o   discussing and recording ideas <br> draft and write by:

      o   composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
      o   organising paragraphs around a theme
      o   in narratives, creating settings, characters and plot |

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Evaluate and edit by:

      o   assessing the effectiveness of their own and others' writing and suggesting improvements
      o   proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
      o   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.</td>
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Genre – Non-Chronological Report
Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement.

Purpose:
To provide detailed information about the way things are or were.
To help readers/listeners understand what is being described by organising or categorising information.

Generic structure	Language features	Knowledge for the writer

In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a **logical structure**. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:
 	
▪ an opening statement, often a general classification (Sparrows are birds);
▪ sometimes followed by a more detailed or technical classification (Their Latin name is...);
▪ a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example:
  ➢ its qualities (Like most birds, sparrows have feathers.);
  ➢ its parts and their functions (The beak is small and strong so that it can ...);
  ➢ its habits/behaviour/ uses (Sparrows nest in ...).
	▪ Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.)
	▪ Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.)
	▪ The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...)
	▪ Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben).
	▪ Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.)
		▪ Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid.
		▪ Gather information from a wide range of sources and collect it under the headings you've planned.
		▪ Consider using a question in the title to interest your reader (Vitamins – why are they so important?).
		▪ Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about.
		▪ Include tables, diagrams or images (e.g. imported photographs or drawings) that add or summarise information.
		▪ Find ways of making links with your reader. You could ask a direct question (Have you ever heard of a hammerhead shark?) or add a personal touch to the text (So next time you choose a pet, think about getting a dog).
		▪ Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear.

	▪ Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.	▪ Use other text-types within your report if they will make it more effective for your purpose and audience.

Unit/T4W

Model/Key Text: Drums and Terrific Tabla

Cross Curricular Application: Sound (Science), Victorian children, Battle of Bosworth, Henry VIII wives.

Other Key Texts:

Year 4	Themes and Conventions	Comprehension and Inference	Language for Effect
Non Chronological Reports **Reading**	• Identify and explain the main purpose of texts in relation to the reader e.g. "This book is just to give facts but this one tells us what people think as well.", "It tells us not to be taken in by how things look." • Comment on how writers use conventions to engage the reader e.g. bold, italics, rhetorical questions, diagrams, photographs, quotes, statistics.	• Express personal responses to non-fiction read. • Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions. • Be able to locate key information efficiently, for a purpose. • Ask questions to improve their understanding of a text e.g. *"What was the largest dinosaur that ever lived?"* • Identify how structure and presentation contribute to meaning e.g. pupils comment upon the usefulness of diagrams, photos, subheadings. • Identify main ideas drawn from more than one paragraph and summarise these e.g. use	• Identify words or phrases that capture their interest and imagination of the reader.

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		evidence from across a text to explain events and/or ideas such as, "We know that girls weren't treated fairly.	
Year 4 Non chronological Report **Writing**	**Sentence Structure and Punctuation**	**Text Structure and Organisation**	**Vocabulary**
	● Use fronted adverbials including correct use of commas e.g. collect and use a range of adverbials that can be used to draw similarities, e.g., *Like most birds, swallows like to …., As well as honeybees, … On the whole, … Just like honey bees, bumblebees like to, …* ● Develop the use of relative clauses beginning with *who, which, where, that* e.g. *Tutankhamun, who was an Egyptian Pharaoh, was buried in the Valley of the Kings…. A blizzard is a snow storm with winds that blow faster than 50km per hour* ● Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although, or* e.g. *If an animal lives in an area where the winter is mild, it may hibernate only briefly, or not at all.*	● Secure the use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks within headed sections of reports and consider how the author organised the information. ● Some attempt to link paragraphs together across a text e.g. *use of sub-headings and topic sentences.* ● Use a range of organisational devices *e.g. sub-headings, bullet points, text layout, possible links to ICT and graphic organisers. A brief glossary used to explain key words.* ● Use rhetorical questions to lay emphasis on a point *How do animals know when it is time hibernate? Why was Tutankhamun known as the boy King?*	● Vary vocabulary including technical vocabulary related to the subject e.g. *ancient, tomb, pyramid, hieroglyphs, sarcophagus* ● Choose nouns appropriately for clarity and cohesion e.g. explore the need to repeat the noun in comparative reports so that the reader is able to follow the text with greater ease e.g. *The problem with <u>contemporary art</u> is that it is not easily understood by most people. <u>Contemporary art</u> is deliberately abstract, and that means it leaves the viewer wondering what she is looking at…* ● Choose pronouns appropriately for clarity and cohesion (*this, that, these, those, he, she, it, they*) e.g. *When scientific experiments do not work out as expected, they are often considered failures until some other scientist tries them again. Those that work out better the second time around are the ones that promise the most rewards.* ● Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. *A large river called the River Nile flows through Egypt into the Mediterranean Sea.*

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Writing Composition	Pupils should be taught to:
	
	Plan their writing by:
	
	    o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	    o discussing and recording ideas
	draft and write by:
	
	    o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
	    o organising paragraphs around a theme
	    o in narratives, creating settings, characters and plot
	    o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	Evaluate and edit by:
	
	    o assessing the effectiveness of their own and others' writing and suggesting improvements
	    o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	    o 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.

Opportunities for poetry	

Year 4 English Medium Term Plan

Genre - Instructional Texts

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Purpose: To ensure something is done effectively and/or correctly with a successful outcome for the participant(s).

Generic structure	Language features	Knowledge for the writer
▪ Begin by defining the goal or desired outcome. (How to catch a dragon.) ▪ List any material or equipment needed, in order. ▪ Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. ▪ Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to set a trap.)	▪ Use of imperative verbs (commands), e.g. **Raise** your sword ... **Jump** on your trusty stead ... ▪ Instructions may include negative commands. (Do not use a princess as bait.) ▪ Additional advice (It's a good idea to wear your armour. If the dragon escapes the trap, be ready to run...) or suggested alternatives (If you need to catch a sea dragon swop your climbing shoes for some swimming trunks).	▪ Use the title to show what the instructions are about. (How to catch a dragon.) ▪ Work out exactly what sequence is needed to achieve the planned goal. ▪ Decide on the important points you need to include at each stage. ▪ Decide how formal or informal the text will be. (Jump on your horse, Mount your trusty stead. ▪ Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step. ▪ Keep sentences as short and simple as possible. ▪ Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. ▪ Appeal directly to the reader's interest and enthusiasm. (You will be a hero/heroine. Only one more thing left to do now.) ▪ Include a final evaluative statement to wrap up the process. (Now go back to the village and celebrate your success.) ▪ Re-read your instructions as if you know nothing about the procedure involved. Make sure you haven't missed out any important stages or details and check that the language is as simple and clear as possible. ▪ Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.

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Unit/T4W
Model/Key Text: Bird Feeder/Gingerbread men texts
Cross Curricular Opportunities: Building clouds – link to Science topic – Water Cycle. Write instructions for a Natural phenomenon (Link to Science/Topic).
Other Key Texts

Year 4 Instructions Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	• Identify and explain the main purpose of different instructional and procedural texts. • Identify the purpose of different features of instructional an procedural texts.	• Be able to locate key information efficiently, for a purpose. • Identify how structure and presentation contribute to meaning *e.g. comment upon the usefulness of diagrams, photos, subheadings* • Research a topic and make notes, summarising key information.	• Evaluate the effectiveness of instructions. • Evaluate the use of vocabulary and sentence structure to provide detailed and precise instructions.

Year 4Instructions Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	● Use fronted adverbials including correct use of commas *e.g.* ➢ Use the conjunction "if" to start complex sentences which give additional advice, e.g. ***If the mixture separates…*** ➢ Compare the clarity of the instruction when the adverbial or subordinate clause	● Secure the use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusion ● Attempt to link some paragraphs together across a text	● Use technical vocabulary related to the subject e.g. ***slice, fold, measure, apply, rotate…*** ● Use standard English forms for verb inflections instead of local spoken forms, for example, *we were* instead of *we was*, or *I did* instead of *I done e.g.* investigate instructions

	is fronted, for example, ***Remove the cake from the oven when it turns golden brown*** compared with ***When the cake turns golden brown, remove it from the oven.*** ● Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*	● Use a range organisational devices *e.g. headings, sub-headings, bullet points, text layout, possible links to ICT, diagrams with arrows, keys* ● Use rhetorical questions to lay emphasis on a point . ● Include negative commands e.g. ***Do not use any glue at this stage.***	with differing levels of formality and decide on an appropriate register when writing their own, for example, ***Cook for 20mins*** compared with ***Pop the cheesecake in the oven for 20 minutes.*** ● Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition e.g. investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure clarity. ● Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential.

Writing Composition	Pupils should be taught to:
	
	Plan their writing by:
	
	      ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	      ○ discussing and recording ideas
	draft and write by:
	
	      ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
	      ○ organising paragraphs around a theme
	      ○ in narratives, creating settings, characters and plot
	      ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]		

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	Evaluate and edit by:
	
	    o assessing the effectiveness of their own and others' writing and suggesting improvements
	    o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	    o 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.

Opportunities for Poetry	

Year 4 English Medium Term Plan

Genre - Discussion

Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples

Generic structure	Language features	Knowledge for the writer
▪ The most common structure includes: ▪ a statement of the issues involved and a preview of the main arguments; ▪ arguments for, with supporting evidence/examples; ▪ arguments against or alternative views, with supporting evidence/examples. ▪ Another common structure presents the arguments 'for' and 'against' alternatively. ▪ Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.	▪ Written in simple present tense. ▪ Generalises the participants and things it refers to using uncountable noun phrases (some people, most animals), nouns that categorise (mammals, amphibians) and abstract nouns (wellbeing). ▪ Uses connectives (for example, therefore, however). ▪ Generic statements are often followed by specific examples (Most conservationists agree. Dave Smith, a zoologist for 20 years, finds that ...) ▪ Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence.	▪ Questions often make good titles. (Should animals be kept in zoos?) ▪ Use the introduction to show why you are debating the issue. (There is always a lot of disagreement about x and people's views vary a lot.) ▪ Make sure you show both/all sides of the argument fairly. ▪ Support each viewpoint you present with reasons and evidence. ▪ If you opt to support one particular view in the conclusion, give reasons for your decision. ▪ Don't forget that discussion texts can be combined with other text types depending on your audience and purpose.

Unit/T4W

Model/Key Text:

Cross Curricular Opportunities: Child Labour Debate (Victorians),

Other Key Texts

Year 4	Themes and Conventions	Comprehension and Inference	Language for Effect

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Discussion Reading			
	• Express personal opinion of writer's viewpoint and effect on the reader	● Recognise texts which present a single (biased) viewpoint and which try to be more objective and balanced viewpoint ● Identify main ideas drawn from more than one paragraph and summarise these ● Identify how structure and presentation contribute to meaning	☐ Identify words or phrases that capture their interest ☐ Discuss how shades of meaning can affect understanding *e.g.* *'Desperately fast' might mean* *they are running from something* ☐ Explore the origins of words within texts read
Year 4 **Discussion** **Writing**	**Sentence Structure and Punctuation**	**Text Structure and Organisation**	**Vocabulary**
	● Use fronted adverbials including correct use of commas *e.g. Use connecting adverbs/ adverbials to present further justification of a point of view, for example,* **furthermore, in addition, also** ● Develop the use of relative clauses beginning with *who, which, where, that* ● Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*	● Secure the use of paragraphs to organise ideas around a theme e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action / personal stance, summarising reasons in a final paragraph. ● Some attempt to link paragraphs together across a text . ● Use 1st and 3rd person appropriately and consistently throughout the text.	● Use technical vocabulary related to the subject ● Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ***most people with a reasonable knowledge of the subject…, all dogs with a history of violence…, all the sporty girls in class…*** ● Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition e.g. use a range of nouns referring to the same subject e.g. ***many dog owners argue that …***

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			they go onto state that … these animal lovers also make the point that … ● Make appropriate vocabulary choice depending on the style and context of the discussion.

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	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.		

Opportunities for Poetry			