

**Richard Avenue Primary School**  
**English Planning Year 4**

Week One	Lesson	Week Two	Lesson
Monday	Daily Reading/ Sentence Starter Reading ~ question stems	Monday	Daily Reading/ Sentence Starter Reading ~ question stems
Tuesday	Daily Reading/ Sentence Starter Reading ~ reading response (novel)	Tuesday	Daily Reading/ Sentence Starter Reading ~ reading response (novel)
Wednesday	Daily Reading/ Sentence Starter Grammar	Wednesday	Daily Reading/ Sentence Starter Grammar
Thursday	Daily Reading/ Sentence Starter Writing ~ Features and Planning (marking ladder)	Thursday	Daily Reading/ Sentence Starter Writing ~ Evaluating /Editing and Improving
Friday	Daily Reading Writing ~ Writing and Evaluating	Friday	Daily Reading Writing ~ Final Published Piece

**Daily reading**

- Daily phonics activity
- Daily reading task to consist of either an image-based discussion using vocabulary, retrieval or inference questions, or a text to read in pairs with verbal retrieval questions.

Category	Archaic Language	Non-Linear Sequences	Narrative Complexity	Symbolic Texts	Resistant Texts	Our Picks
<b>Explanation</b>	<i>The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.</i>	<i>Books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back.</i>	<i>Unreliable narrators – multiple narrators, non-human narrators, etc., sometimes narrate books. Some books have multiple intertwined and apparently (for a time) unrelated plot lines.</i>	<i>Texts which happen on an allegorical or symbolic level. Not reflected in lexiles; critical forms of text complexity.</i>	<i>Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category.</i>	<i>Selection of quality texts that fit well into the year group's topic or are recommended reads by the teacher or pupils.</i>
<b>Year 4</b>	The Lion, The Witch and The Wardrobe	Fortunately the Milk	The Indian in the Cupboard	<i>Bill's New Frock</i>	Cloud Busting	Kensuke's Kingdom
				The Iron Man		<i>Private Peaceful</i>

### Text Types Examples

- Non-Narrative: Non-Chronological Report, Explanation, Persuasion, Discussion, Instructional, Recount
- Narrative: Adventure, Mystery, Fairy Tale, Myths & Legends, Stories from Other Cultures, Non-linear stories Contemporary Fiction, Dilemma Stories, Dialogue/Plays, Science Fiction, Historical Fiction
- Poetry: Visual Poems, Free Verse, Poet Study, Narrative – poetic stories

Reading			Writing & Grammar	Writing & Grammar
Question Stems	Reading Response EXP	Reading Response GDS	EXP	GDS
<p>Give / explain the meaning of words in context. Predict what might happen from details stated and implied Retrieve and record information / identify key details from fiction and non-fiction.</p>	<ul style="list-style-type: none"> <li>• Use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words.</li> <li>• Discuss the meaning of new or unusual words in context.</li> <li>• Use skimming to identify main ideas and topic sentences within paragraphs, highlighting key information.</li> <li>• Identify how rich and powerful language is used in the model text.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how shades of meaning can affect understanding.</li> <li>• Explore the origins of words within texts read.</li> <li>• Discuss and explain how language and vocabulary choices change when there is a change to the audience or form of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of varied and rich vocabulary drawn from reading</li> <li>• Begin to use fronted adverbials</li> <li>• Begin to use sentences with more than one clause</li> <li>• Spell some words from Year 3/4 correctly and spell words in contracted form correctly</li> <li>• Consistently use joined writing</li> <li>• Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience</li> <li>• Write a report with a clear audience and specific form</li> <li>• Write a comparative report based on their own notes taken from several sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>• Select form of writing and make vocabulary and grammar choice based on audience</li> </ul>
	<ul style="list-style-type: none"> <li>• Explore how character descriptions are designed to provoke a response to the character.</li> <li>• Explore and discuss how sentence structure and different sentence types create different effects on the reader.</li> <li>• Scan a text to identify words or phrases that capture their interest and imagination, begin to explain why.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how descriptive techniques provoke responses.</li> <li>• Demonstrate understanding of figurative language.</li> <li>• Identify how writers shift between past and present tense and the purpose of this.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and write their own version of a familiar story with a focus on varied and rich vocabulary</li> <li>• Use inverted commas accurately to punctuate direct speech</li> <li>• Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</li> <li>• Organise into paragraphs around a theme and for different sections of a story.</li> <li>• Include descriptive and expanded noun phrases to evoke setting and make it more vivid</li> </ul>	<ul style="list-style-type: none"> <li>• Use character descriptions designed to provoke sympathy or dislike in the reader</li> <li>• Adapt or maintain writing in the 1st and 3rd person</li> <li>• Use a range of conjunctions to support cohesion within writing</li> <li>• Use sentence type and length to create tension and impact on the reader.</li> </ul>

Reading		Writing & Grammar		
Question Stems	Reading Response EXP	Reading Response GDS	Writing & Grammar EXP	Writing & Grammar GDS
Summarise main ideas from more than one paragraph. Retrieve and record information / identify key details from fiction and non-fiction.	<ul style="list-style-type: none"> <li>Identify persuasive techniques and devices and discuss their impact.</li> <li>Use knowledge of root words, prefixes and suffixes to understand new words.</li> <li>Use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word.</li> <li>Explain the meaning of words in more than one context.</li> <li>Use scanning to locate key information efficiently, for a purpose.</li> <li>Predict what might happen from both details stated and those implied.</li> <li>Identify techniques and vocabulary choices to create an impersonal style to writing.</li> <li>Scan a text to identify language used for comparison and contrast.</li> </ul>	<ul style="list-style-type: none"> <li>Reason about words with reference to relationships between words.</li> <li>Identify words and phrases with similar meaning.</li> <li>Explain figurative language making links to other words and phrases.</li> <li>Identify and explain different cohesive and organisational devices in fiction and non-fiction.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words</li> <li>Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose</li> <li>Use present, past, progressive and perfect tense verb forms mostly accurately</li> <li>Confidently use fronted adverbials using a comma after the fronted adverbial</li> <li>Develop the use of sentences with more than one clause</li> <li>Use apostrophes for singular and plural possession</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for the purpose and audience, selecting language that shows good awareness of the reader</li> <li>Independently choose to use a range of organisational and cohesive devices to help structure texts</li> <li>Explore and manage the shifts between past and present tense appropriately within information texts..</li> </ul>
	<ul style="list-style-type: none"> <li>Comment on how writers use conventions to engage the reader.</li> <li>Identify techniques writers use to create mood and atmosphere.</li> <li>Draw inferences from independent reading using the text to justify responses.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Confidently and independently draw inferences from the text and justify opinions with evidence from the text.</li> <li>Explain how vocabulary choices can impact on the mood, atmosphere and style of writing.</li> <li>Explain and reason about how writers use a range of literary techniques to create specific effects on the reader with reference to vocabulary and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Use present, past, progressive and perfect tense verb forms mostly accurately</li> <li>Use pronouns and nouns to aid cohesion and avoid repetition</li> <li>Use pronouns and nouns to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Adapt style of writing based on a change to audience and form.</li> <li>Select own success criteria</li> <li>Use a range of descriptive techniques to manage changes in mood and atmosphere</li> </ul>

Reading		Writing & Grammar		
Question Stems	Reading Response EXP	Reading Response GDS	Writing & Grammar EXP	Writing & Grammar GDS
Make inferences from the text / explain and justify inferences with evidence from the text.	<ul style="list-style-type: none"> <li>Use skimming to identify main ideas within a paragraph and begin to summarise.</li> <li>Decode most new words outside known vocabulary, making a good attempt at the word's pronunciation.</li> <li>Independently identify and discuss many themes and conventions.</li> <li>Use skimming and scanning to identify main ideas from more than one paragraph and summarise the content of these.</li> <li>Identify how features, structure and presentation contribute to meaning in fiction and non-fiction.</li> <li>Identify when a writer has used "show not tell techniques" and begin to explain how this impacts on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Reason about words, explaining meaning in multiple contexts with reference to shades of meaning.</li> <li>Identify words and phrases with similar meaning reasoning about the effectiveness.</li> <li>Explain the wider features of different genres and explain their purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Write a recount in the 1st person with a clear audience and form</li> <li>Begin to use relative clauses</li> <li>Write a recount in the form of a newspaper report.</li> <li>Use a range of devices to structure the writing and support the reader based on the form and purpose.</li> <li>Use fronted adverbials including the correct use of a comma</li> <li>Develop the use of sentences with more than one clause by using a wider range of conjunctions</li> <li>Spell correctly most words from the year 3/4 spelling list</li> <li>Use joined-up writing throughout all independent writing</li> <li>Make simple additions, revisions and proof-reading corrections to their own writing</li> </ul>	<ul style="list-style-type: none"> <li>Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form.</li> <li>Consistently use a range of conjunctions to support cohesion</li> <li>Use a range of precise vocabulary</li> <li>Consistently produce legible joined handwriting</li> <li>Evaluate and re-draft own writing, proposing changes to grammar and vocabulary</li> </ul>
	<ul style="list-style-type: none"> <li>Explain how the same word can have different meanings in different contexts, identifying a word and give alternative meaning for it.</li> <li>Explain about how writers use different techniques to engage the reader.</li> <li>Understand and explain the difference between what is written and what is implied in a text.</li> <li>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the narrative voice when there is more than one.</li> <li>Reason about the use of figurative language, the purpose of it and the effect it has on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Plan a complete story focussed on organisational devices</li> <li>Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</li> <li>Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately</li> <li>In narratives, write in role and describe settings and characters using "show not tell" techniques</li> <li>Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)</li> <li>Effectively use conjunctions, adverbs and prepositions to express time, cause and place</li> </ul>	<ul style="list-style-type: none"> <li>Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</li> <li>Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation</li> </ul>

**KS2 English – Weekly Spelling Lists (Black – example words – you can replace these with other examples to fit with your novel, topic or text type).**

**Y3/4 Spelling List Y5/6 Spelling List** These words have to be taught.

	<b>A1 W1</b>	<b>W2</b>	<b>W3</b>	<b>W4</b>	<b>W5</b>	<b>W6</b>
<b>Rule</b>	Topic Words x 10	Tricky spellings	The ‘ay’ sound spelt ‘ei’, eigh’ or ‘ey’	Silent letters of words from different origins.	The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.	The suffix –ly is added to an adjective to form an adverb. Exceptions: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.
<b>Words</b>		whether, which, whole, would, write, writing, written, wrote, your, you’re, whistle, their, they’re there, February, Wednesday, though, thought, brought, bought	vein, weight, eight, neighbour, they, obey, rein, sleigh, survey, convey	answer, guard, guide, heard, heart, island, knowledge, learn, know, reign	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) <b>accidentally, actually, occasionally</b> , slowly, quickly, quietly, weekly	happily, angrily, easily, uneasily, hastily, unhappily busily, crazily, steadily, lazily, necessarily, unnecessarily, shabbily, solitarily, ordinarily, greedily

	A2 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	The suffix –ly is added to an adjective to form an adverb. (2) If the root word ends with –le, the –le is changed to –ly.	The suffix –ly is added to an adjective to form an adverb. (3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.	The suffix –ly is added to an adjective to form an adverb. (4) The words truly, duly, wholly. Some words keep the ending e and some lose the ending e.	Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as –sion.	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te.
Words		gently, simply, humbly, nobly, <b>probably</b> , terribly, wrinkly, miserably, possibly, incredibly, responsibly	basically, frantically, dramatically, especially, finally, formally, generally, totally, occasionally, socially, usually	truly, duly, wholly. lonely, lovely, lively, completely, definitely, separately, sincerely, fortunately, immediately, separately	division, invasion, confusion, decision, collision, television, <b>occasion</b> , conversion, collision, erosion, exclusion	invention, injection, action, hesitation, completion, <b>mention</b> , <b>position</b> , <b>question</b> , motion, addition, multiplication, attention, correction, animation, completion, attention, prevention,

	Sp1 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -ssion is used if the root word ends in ss or -mit.	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. sion is used if the root word ends in d or se. Exceptions: attend -attention, intend -intention.	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -cian is used if the root word ends in c or cs.	The suffix -ation The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	Use the words from the Tier Two List that have been used in writing.
Words		expression, discussion, confession, permission, admission, possession, commission, impression, progression, compression	expansion, extension, comprehension, tension, illusion, intrusion, conclusion, erosion, collision, provision, corrosion (some root words end in de).	musician, electrician, magician, politician, mathematician, optician, technician, beautician, politician, tactician	information, adoration, sensation, preparation, admiration, allocation, conversation, coronation, decoration, dictation, duration, registration	Generate a list of spellings that have been used and/or have been misspelt.

	Sp2 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	The suffix –ous Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.	The suffix –ous –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.	Adding suffixes beginning with vowel letters to words with more than one syllable. <i>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added.</i>	Adding suffixes beginning with vowel letters to words with more than one syllable. <i>The consonant letter is not doubled if the syllable is unstressed.</i>	Use the words from the Tier Two List that have been used in writing.
Words		poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous, joyous, curious,	humorous, glamorous, vigorous, courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous	forget, forgetting, forgotten, begin, beginning, beginner, prefer, preferred, upset, upsetting, transfer, transferring, transferred, travel, travelled, travelling, traveller, cancel, cancelled, cancelling	garden, gardening, gardener, limit, limiting, limited, limitation, listen, listener, listened, listening, present, presented, presenting, offer, offering, offered, benefit, benefited, benefiting	Generate a list of spellings that have been used and/or have been misspelt.



	Su1 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	Possessive apostrophe with singular words	Possessive apostrophe with plural words The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).	Homophones and near-homophones	Homophones and near-homophones	Use the words from the Tier Two List that have been used in writing.
Words		Woman’s , England’s, brother’s, Thomas’s, somebody’s, lady’s, tooth’s (OR words that link to topic or novel)	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population) women’s	Accept, except, affect, effect, medal, meddle, missed, mist, rain, rein, <b>reign</b> , whether, weather, whose, who’s	Father, farther, ceiling, sealing, stationery, stationary, past, passed, aloud, allowed, alter, altar	Generate a list of spellings that have been used and/or have been misspelt.

	<b>Su2 W1</b>	<b>W2</b>	<b>W3</b>	<b>W4</b>	<b>W5</b>	<b>W6</b>
<b>Rule</b>	Topic Words x 10	Other words from the Y3/4 spelling list	Other words from the Y3/4 spelling list	Double consonants	Unstressed vowels	Use the words from the Tier Two List that have been used in writing.
<b>Words</b>		Answer, build, complete, continue, early, group, guard, forward, imagine, important, island, learn, often, particular	Peculiar, perhaps, popular, potatoes, promise, purpose, remember, sentence, special straight, strange, strength, surprise,	Address, appear, arrive, different, difficult, disappear, grammar, occasion, opposite, pressure, suppose	Different, favourite, February, interest, library, ordinary, separate, offering, parliament, history, familiar,	Generate a list of spellings that have been used and/or have been misspelt.

### Term 1

- 1 Introducing diagonal join from p and b to ascender: *ph, pl, bl*
- 2 Introducing diagonal join from p and b, no ascender: *bu, bi, be, pu, pi, pe*
- 3 Introducing diagonal join from p and b to an anticlockwise letter: *pa, po, ps, ba, bo, bs*
- 4 Revising parallel ascenders and descenders: *bb, pp*
- 5 Break letters: *x, z*
- 6 Spacing in common exception words
- 7 Consistent size of letters
- 8 Relative size of capitals
- 9 Speed and fluency
- 10 End-of-term check

### Term 2

- 11 Revising parallel ascenders
- 12 Revising parallel ascenders and break letters
- 13 Relative sizes of letters
- 14 Proportion of letters
- 15 Spacing between letters
- 16 Spacing between words
- 17 Writing at speed
- 18 Improving fluency
- 19 Speed and fluency
- 20 End-of-term check

### Term 3

- 21 Consistency of size
- 22 Proportion
- 23 Spacing between letters and words
- 24 Size, proportion and spacing
- 25 Fluency: writing longer words
- 26 Speed and fluency
- 27 Revising break letters
- 28 Print alphabet: presentation
- 29 Assessment
- 30 Capital letters: presentation