

Y4 English Long Term Planning

Week	DARTS text	Stimulus	Outcome (genre, outcome)	Reading Objectives during English	Grammar & Punctuation Objectives linked to outcome	Composition Objectives and text features linked to outcome
1	Howard Carter's diary	Personal Experience	I can write a <u>diary entry</u> about a personal experience (Writing to inform)		Using conjunctions to express time and place; Expressing time, place and cause using adverbs Revision of present perfect tense use of pronouns - personal, possessive Use of first person Correct use of standard English - verb inflections Fronted adverbials with commas after Subordinating and co-ordinating conjunctions Time connectives	Using paragraphs to organise events Writing about events in chronological order Commenting on emotions, thoughts and feelings Conclusion to sum what has happened and what might happen next informal language use Introduction to set the scene Informal language - write as though 'talking' to the reader
2	No separate DARTS	Newspapers	Reading focus – VIPERS	understand what they read, in books they can read independently, by: -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -asking questions to improve their understanding of a text -identifying the main ideas drawn from more than 1 paragraph and summarising these -identifying how language, structure and presentation contribute to meaning retrieve and record information from non-fiction	Using a or an; Subordinating conjunctions (when, if, because, although) Possessive pronouns, possessive plural apostrophes, types of sentences revision: exclamation, question, command, statement, fronted adverbials with commas - focus on time, Past tense/past tense suffixes, suffixes, Intro to direct speech - use of inverted commas before reporting clause; Third person	Headline Introductory paragraph using the 'five w's' Details of events in chronological order Concluding paragraph Pictures and caption
3-4	The bean stalk giant Portal – Sci-fi letter		I can write <u>newspaper report</u> about a current event (Writing to inform)	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet understand what they read, in books they can read independently, by: -identifying how language, structure and presentation contribute to meaning		
5	No separate DARTS	Leon and the place between	Reading focus - VIPERS	develop positive attitudes to reading and an understanding of what they read by: -listening to and discussing a wide range of fiction -reading books that are structured in different ways and reading for a range of purposes -discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by: -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied	Expressing time using prepositions; Introduction to inverted commas; Expanded noun phrases - modifying adjectives/prepositional phrases Revision of prepositions Revise use of time, place and causal conjunctions Inverted commas/punctuating speech Fronted adverbials with commas	

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6-7	Telephone report (LS+)		I can continue a story in a fantasy setting (Writing to entertain)	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet</p> <p>develop positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> -identifying how language, structure and presentation contribute to meaning 	<p>Expressing time using prepositions; Introduction to inverted commas; Expanded noun phrases - modifying adjectives/prepositional phrases Revision of prepositions Revise use of time, place and causal conjunctions Inverted commas/punctuating speech Fronted adverbials with commas</p>	<p>Write setting and character descriptions to use in opening paragraph(s) Devise a means of getting to the imaginary world Use paragraphs to build up a series of events that lead to a complication or problem Write an ending/resolution Create a 'fantasy world' and/or a fantasy element to the story Using imagery to create the setting and adjectives and similes to help the reader imagine</p>
	Democracy explanation (LS+)					
8-9	No separate DARTS	The true story of the three little pigs The wolf's story of Little Red Riding Hood	Reading focus - VIPERS	<p>develop positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction - increasing their familiarity with a wide range of books, including fairy stories and retelling some of these orally - discussing words and phrases that capture the reader's interest and imagination <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying how language, structure and presentation contribute to meaning 	<p>Choosing nouns or pronouns appropriately for clarity and cohesion Personal/possessive pronouns Possessive apostrophes Punctuating direct speech/dialogue Coordinating and subordinating conjunctions</p>	
	No separate DARTS					
10-12	Dragonfly out in the sun (poem)		I can write and publish a <u>traditional tale</u> from a different point of view (Writing to entertain) Wk 10 Vocab and Story structure Wk 11/12 Write & publish		<p>Choosing nouns or pronouns appropriately for clarity and cohesion Personal/possessive pronouns Possessive apostrophes Punctuating direct speech/dialogue Coordinating and subordinating conjunctions Write in the first person Using fronted adverbials Conjunctions of time, place and cause Types of sentences: questions, exclamations, commands, statements</p>	<p>Describe the characters thoughts, feelings and emotions about the story Internal monologue Introduction to set the scene of the alternative viewpoint Create an alternative plot to the original story Build up of events leading to the original problem Writing an ending/alternative ending Write in the first person, stating the character's emotions and opinions on the original events</p>
	Roman – non-chron report					
	Country comparisons					
13-14	No separate DARTS	Recipe to make a wolf	I can write a <u>poem</u> linked to a recipe of how to make a wolf (Writing to entertain)	<p>develop positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poetry - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry (e.g. free verse, narrative poetry) 	<p>Using commas after fronted adverbials Expanded noun phrases Apostrophes of possession Determiners</p>	<p>Use a repetitive structure to create a poem Create descriptive sentences using adjectives, similes, metaphors</p>
	No separate DARTS					