



English MTP Year 4

Year 4	Autumn 1 Topic: Rise of the Robots Rage of the Rivers (Rivers)	Autumn 2 Topic: Let the Games begin (The Greeks)	Spring 1 Topic: Invasion! (Saxons)	Spring 2 Topic: Fire and Ice (Biomes and Climate Zones)	Summer 1 Topic: Environmental Explorers (Local Study)	Summer 2 Topic: Environmental Explorers (Natural Resources- UK and Alaska)
Class reader	The Wild Robot (fiction)	The Wild Robot Encyclopaedia of Ancient Greece (non-fiction) So, You Think You've Got It Bad? (non-fiction) Christmasaurus	The Iron Man (fiction) The Iron Woman (fiction)	Non-fiction book awards (Library time/ morning work) The Firework Maker's Daughter (fiction) (6 weeks)	Odd and the Frost Giants (fiction) (4 weeks) Poems From a Green and Blue Planet (poetry)	The Bolds on Holiday (fiction) (4 weeks)
Main text driver	The Lost Things	Myths and Legends: <i>Pandora</i> <i>Minotaur and the Maze</i> <i>Icarus</i> Flanimals	Whole School Text: The Arrival Jabberwocky	Shackleton's Journey Ice Trap Odd and the Frost Giants	Odd and the Frost Giants	BFG Greta and the Giants
Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics)	The Lost Thing video clip The Robot Ate My Homework (Short Video Clip)	The shirt machine video clip Fantastic beasts Film clip from Harry Potter (Cornish Pixies) Argos Christmas Joker advert	Verbal Greek Myths: Pandora's Box -Theseus and the Minotaur Jabberwocky poem Percy Jackson film clip	Ernest Shackleton: Little People, Big Dreams Extracts to convey tension Persuasive leaflets	Letters (formal and informal) Story extracts Video or explorer extract Shackleton clips Poem examples	Nonsense language Story extracts A range of non-fiction texts Ice Trap extracts
Purpose and audience Form	Scene setting- children Agony aunt letter- character from the book Short narrative- young children Lost and found poster- general public	Explanation text- reader of the book Recount Setting description (inc tension building) Character descriptions	Character description- children Story ending- children Diary entries from different perspectives- character News bulletin- general public Informal non-chronological report	Short narrative- older children Summary- the reader Informal letter- character in the text Additional story scene- the reader Short dialogue- the reader Persuasive text- the general Public Recount- the reader Story section- the reader Thought tracking- character from the story Writing exemplar models	Formal letter- the general public Recount from unique perspective Instruction examples (feature driven) Writing exemplar models Instructions- reader Poem- reader Motivational speeches- the crew	Information leaflet- adventurers/ travellers Character description- the general public Story - children News bulleting- local residents Characters voice - contrasting views Debate Letter with clear perspective Story - characters perspective
Grammar opportunities	Simple sentences Compound sentences and conjunctions (contrasting conjunctions) Contractions Complex sentences	Revision of word classes including pronouns Rhetorical questions Causal conjunctions Writing perspectives (1 st person and 3 rd person)	Figurative language Prefixes Language to convey tension Language for effect (challenge) Ellipsis Phrases and clauses Rules of speech		Formal language Cohesion Revision of sentence structures Author's style and purpose First person voice Figurative language	Revision of weak areas as identified from assessments. Word classification Prefixes Figurative language Powerful vocab choices Comparative conjunctions



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	<p>Word class revision (nouns, adjectives, verbs, adverbs etc...)</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Revision of fronted adverbials</p> <p>Speech</p> <p>Rhetorical questions</p>	<p>Revision of sentence structure (including embedded clauses)</p> <p>Tenses</p> <p>Brackets</p> <p>Imperative verbs</p> <p>Prepositions of time</p> <p>GD</p> <p>Dashes (challenge group)</p> <p>Hyphens</p> <p>Cohesive devices</p>	<p>Embedded clauses</p> <p>Synonyms</p> <p>Informal tone</p> <p>Text structure and cohesion</p> <p>Recap of word classes and phrases</p> <p>Parenthesis (challenge)</p> <p>First person</p> <p>Maintaining Tense</p>	<p>Modal verbs</p> <p>Language to suit the purpose</p>	<p>Adverbials</p> <p>Paragraphing</p> <p>Modal verbs</p> <p>Persuasive apostrophe</p> <p>Contrasting conjunctions</p> <p>Speech punctuation</p>
KPIs covered					
Phase 1	<ul style="list-style-type: none"> • Discusses and records ideas using planning structures/ vocabulary and grammar from similar writing types • Progressively builds a varied and rich vocabulary and uses an increasing range of sentence structures • Organises paragraphs around a theme (Using change of theme, place or time) • In narratives, creates settings, characters and plots • In non-narratives, uses simple organisational devices • Proof-reads for spelling and punctuation • Extends the range of sentences with more than one clause using a wider range of conjunctions, including when, if, although, because • Chooses nouns or pronouns for clarity and cohesion • Uses conjunctions, adverbs and prepositions to express time and cause • Uses the standard English forms for verbs • Reading • Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met • Develops positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and giving reasons why they like or dislike what they have read. • Predicts what might happen from details stated and implied • Checks that the text makes sense to the individual, discussing their understanding and explaining the meaning of words in context and asking questions to improve their understanding • Retrieves and records information from non-fiction 				
Phase 2	<ul style="list-style-type: none"> • Edits and evaluates by proposing changes to grammar and vocabulary. • Improves cohesion through an accurate use of pronouns in a sentence • Assesses effectiveness of their own and other's writing • Uses prepositional phrases and noun phrases expanded by the addition of adjectives • Uses inverted commas and other punctuation to indicate direct speech • Uses fronted adverbials • Writes with increased and consistent legibility • Reading • Fluency and confidence in reading unfamiliar texts • Identifies how language, structure and presentation contribute to meaning • Uses dictionaries to check the meaning of words that have been read • Identifies main ideas drawn from more than one paragraph and summarises these • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence 				
Phase 3	<ul style="list-style-type: none"> • Understands the difference between the plural and possessive; places the possessive apostrophe accurately in words with regular plurals and words with irregular plurals • Uses Year 4 spelling rules to accurately spell words from the year 4 list 				



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- Writes from memory simple sentences dictated by the teacher that includes words taught so far
- Reading
- Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word
- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Identifies themes and conventions in a wide range of books