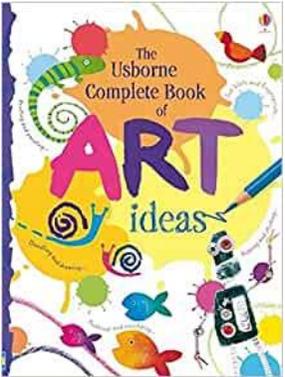
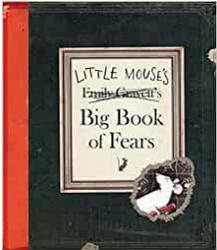
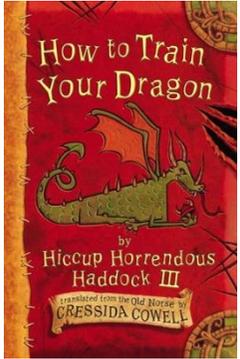
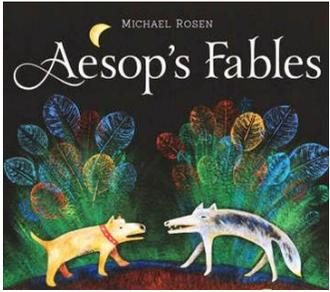
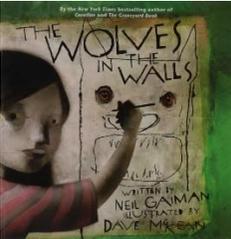
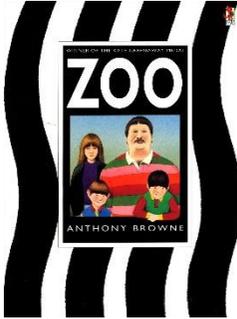


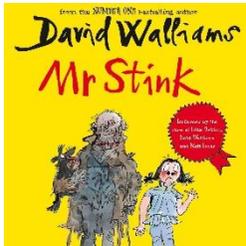
## Year 4 English Medium Term Plan: 2022-23

| <b>Instructions and Explanations</b><br><a href="#">Instructions and Explanations: Art Ideas   Year 4 English Planning   Hamilton Trust (hamilton-trust.org.uk)</a>  | <b>Recounts</b><br><a href="#">Little Mouse's Big Book of Fears   Free Year 4 English Plans   Hamilton Trust (hamilton-trust.org.uk)</a>   | <b>Narrative</b><br><a href="#">How to Train Your Dragon   Free Year 3 English Planning   Hamilton Trust (hamilton-trust.org.uk)</a>   | <b>Traditional Tales and Fables</b><br><a href="#">Traditional Tales &amp; Fables: Aesop's Fables   Year 4 English   Hamilton Trust (hamilton-trust.org.uk)</a>   |
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| <p>Text:</p>  <p>Outcome: instructions<br/>Audience: My Teacher</p>   | <p>Text: <i>Little Mouse's Big Book of Fears</i></p>  <p>Outcome: recount<br/>Audience: Parents</p>  | <p>Text: <i>How to Train Your Dragon</i></p>  <p>Outcome: chapter (E)<br/>Audience: Year 3 children</p>   | <p>Text: <i>Aesop's Fables</i></p>  <p>Outcome: write a fable<br/>Audience: To go on display in the library</p>  |
| <p><b>Key Writing Skills:</b><br/> <b>Composition</b> <i>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures; Use simple organisational devices.</i><br/> <b>Composition</b> <i>Compose sentences, building a varied and rich vocabulary and an increasing range of sentence structures.</i></p> | <p><b>Key writing skills:</b><br/> <b>Composition</b> <i>Discuss similar writing, noting structure, vocabulary and grammar; build a varied and rich vocabulary; organise paragraphs around a theme</i><br/> <b>Composition</b> <i>Organise paragraphs around a theme; assess the effectiveness of their own and others' writing and suggest improvements</i></p> | <p><b>Key writing skills:</b><br/> <b>Composition</b> <i>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</i><br/> <b>Composition</b> <i>Assess the effectiveness of their own and others' writing and suggesting improvements; Propose changes to grammar and</i></p> | <p><b>Key writing skills:</b><br/> <b>Composition:</b> <i>a. compose sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</i><br/> <b>Composition:</b> <i>plan their writing by: a. discussing writing similar to that which they are planning to write. Draft and write by: composing and rehearsing sentences orally, progressively</i></p> |

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| <p><b>Composition</b> Assess the effectiveness of others' writing and suggest improvements; Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p><b>Composition</b> Compose sentences, building a varied and rich vocabulary and an increasing range of sentence structures; Assess the effectiveness of others' writing and suggest improvements; Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p><b>Grammar</b> Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p><b>Grammar</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition;</p> | <p><b>Composition</b> Discuss and record ideas; Compose and rehearse sentences orally building an increasing range of sentence structures</p> <p><b>Comprehension</b> Read books that are structured in different ways; discuss words and phrases that capture the reader's interest and imagination; discuss understanding and explain the meaning of words in context; identify how language, structure, and presentation contribute to meaning</p> <p><b>Grammar</b> Use adverbs to express time and cause; revise grammar for Year 3 in English Appendix 2</p> <p><b>Grammar</b> Indicate possession by using the possessive apostrophe, including with plurals</p> <p><b>Grammar</b> Use fronted adverbials; Use commas after fronted adverbials</p> | <p>vocabulary to improve consistency; 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</p> <p><b>Composition</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures; In narratives, create settings, characters and plot</p> <p><b>Grammar</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p><b>Grammar</b> Use inverted commas and other punctuation to indicate direct speech</p> | <p>building an increasing range of sentence structures</p> <p><b>Grammar:</b> Indicate grammatical and other features by:</p> <p>c. using and punctuating direct speech</p> <p><b>Grammar:</b> a. develop their understanding of the concepts in Appendix 2 by: (a) extending the range of sentences with more than one clause using a wide range of conjunctions</p> <p><b>Grammar:</b> develop their understanding of the concepts in Appendix 2 by: a. extending the range of sentences with more than one clause d. using conjunctions to express time or cause</p> |
| <p><b>Independent Writes:</b><br/>TBC</p>  | <p><b>Independent Writes:</b><br/>TBC</p>   | <p><b>Independent Writes:</b><br/>TBC</p>  | <p><b>Independent Writes:</b><br/>TBC</p>   |
| <p><b>Myths and Legends</b><br/><a href="#">Legends of the Sea   Year 4 English Planning   Hamilton Trust (hamilton-trust.org.uk)</a></p>  | <p><b>Poems on a Theme</b><br/><a href="#">Poetry   Raining Cats and Dogs   Year 4 English   Hamilton Trust (hamilton-trust.org.uk)</a></p>   | <p><b>Reports</b><br/><a href="#">Reports: Wolves   Wolves in the Walls   Year 4 English   Hamilton Trust (hamilton-trust.org.uk)</a></p>  | <p><b>Persuasion</b><br/><a href="#">Persuasive Writing   Animals in Captivity   Year 4 English   Hamilton Trust (hamilton-trust.org.uk)</a></p>  |

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| <p>Text: <i>Can You Catch a Mermaid?</i> Jane Ray</p>  <p>Audience: To go on display in the library<br/>Outcome: short story</p>   | <p>Text:</p>  <p>Audience: Class Peers<br/>Outcome: a poem in the style of one read</p>  | <p>Text: <i>Wolves in the Walls</i></p>  <p>Audience: Year 3 children<br/>Outcome: report</p>   | <p>Text: <i>Zoo</i></p>  <p>Outcome: persuasion (P)<br/>Audience: local paper</p>  |
| <p><b>Key Writing Skills:</b><br/> <b>Composition</b> Discuss and record ideas; Compose and rehearse sentences orally, progressively building a varied, rich vocabulary &amp; an increasing range of sentence structures.<br/> <b>Composition</b> Plan 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; Discuss and record ideas<br/> <b>Composition</b> Propose changes to grammar and vocabulary to improve consistency; Proof-read for spelling and punctuation errors.<br/> <b>Grammar</b> Organise paragraphs around a theme.<br/> <b>Grammar</b> Use and punctuate direct speech</p> | <p><b>Key Writing Skills:</b><br/> <b>Composition</b>(a) Discuss writing similar to that which they are going to write in order to understand/learn from its structure, vocabulary and grammar<br/> <b>Composition</b> (b) Discuss and record ideas (a) Compose and rehearse sentences orally building a rich, varied vocabulary and an increased range of sentence structures. (b) Organise paragraphs round a theme. (b) Propose changes to grammar/vocabulary to improve consistency, incl. accurate use of pronouns in sentences<br/> <b>Comprehension</b> (a) Listen to and discuss a wide range of poetry (c) Use dictionaries to check meaning of words (g) Discuss words and phrases that capture the reader's imagination</p> | <p><b>Key Writing Skills:</b><br/> <b>Composition</b> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures; Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear; Assess the effectiveness of their own and others' writing and suggest improvements<br/> <b>Composition</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br/> <b>Composition</b> Organise paragraphs around a theme; Compose and rehearse</p> | <p><b>Key Writing Skills:</b><br/> <b>Composition</b> Discuss and record ideas; Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures<br/> <b>Composition</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br/> <b>Composition</b> Discuss and record ideas; Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures; Organise paragraphs around a theme<br/> <b>Grammar</b> Use and understand the grammatical terminology in Appendix 2 accurately and</p> |

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|   | <p><b>Grammar</b> (c) <i>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (grammar specifics). Making appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</i></p> | <p>sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures<br/> <b>Compositon</b> Assess the effectiveness of their own and others' writing and suggest improvements; Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences; Proofread for spelling and punctuation errors<br/> <b>Grammar</b> Using conjunctions, adverbs and prepositions to express time and cause (and place) (Year 3 revision)<br/> <b>Grammar</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> | <p><i>appropriately when discussing their writing; Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</i><br/> <b>Grammar</b> <i>Use fronted adverbials; Use commas after fronted adverbials; Use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading [adverbials, fronted adverbials, comma, main clause, verb]</i><br/> <b>Grammar</b> <i>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</i></p> |
| <p><b>Independent Writes:</b><br/>TBC</p>   | <p><b>Independent Writes:</b><br/>TBC</p>   | <p><b>Independent Writes:</b><br/>TBC</p>   | <p><b>Independent Writes:</b><br/>TBC</p>  |
| <p><b>Modern Fiction</b><br/> <a href="#">Mr Stink by David Walliams   Hamilton Trust (hamilton-trust.org.uk)</a></p> |   |   |  |

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| <p>Text: <i>Mr Stink</i></p>  <p>Audience: To go on display in the library</p> <p>Outcome: write a short story</p>  |  |  |
| <p><b>Key Writing Skills:</b></p> <p><b>Composition</b> Discuss writing similar to that which they will write to understand and learn from its structure, vocabulary and grammar; Discuss and record ideas; Create characters.</p> <p><b>Composition</b> <i>Discuss and record ideas; Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</i></p> <p><b>Composition</b> <i>Proof-read for punctuation errors.</i></p> <p><b>Comprehension</b> <i>Identify how language, structure, and presentation contribute to meaning</i></p> <p><b>Composition</b> <i>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</i></p> |  |  |

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| <p><b>Grammar</b> Use and punctuate direct speech;</p> <p><b>Grammar</b> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; Use and understand the grammatical terminology in Appendix 2 accurately and appropriately [noun, adjective, determiner, adverb, preposition]</p> |  |  |
| <p><b>Independent Writes:</b><br/>To write a character description of a David Walliams character.</p>   |  |  |