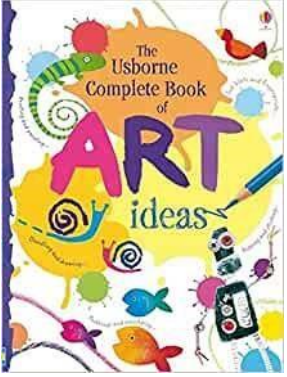
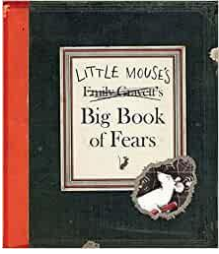
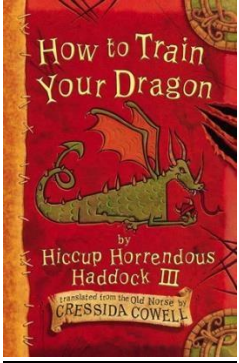
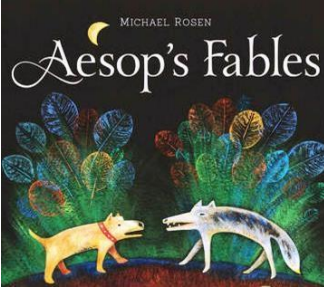


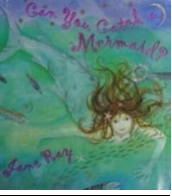

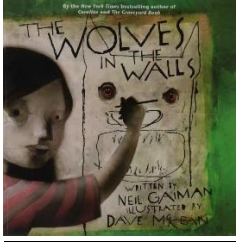
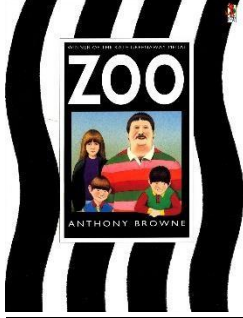
Year 4 English Medium Term Plan: 2023-24

<p style="text-align: center;">Instructions and Explanations</p> <p style="text-align: center;">Instructions and Explanations: Art Ideas Year 4 English Planning Hamilton Trust (hamiltontrust.org.uk)</p>	<p style="text-align: center;">Recounts</p> <p style="text-align: center;">Little Mouse's Big Book of Fears Free Year 4 English Plans Hamilton Trust (hamilton-trust.org.uk)</p>	<p style="text-align: center;">Narrative</p> <p style="text-align: center;">How to Train Your Dragon Free Year 3 English Planning Hamilton Trust (hamiltontrust.org.uk)</p>	<p style="text-align: center;">Traditional Tales and Fables</p> <p style="text-align: center;">Traditional Tales & Fables: Aesop's Fables Year 4 English Hamilton Trust (hamilton-trust.org.uk)</p>
<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Outcome: instructions Audience: My Teacher</p>	<p style="text-align: center;">Text: <i>Little Mouse's Big Book of Fears</i></p>  <p style="text-align: center;">Outcome: recount Audience: Parents</p>	<p style="text-align: center;">Text: <i>How to Train Your Dragon</i></p>  <p style="text-align: center;">Outcome: chapter (E) Audience: Year 3 children</p>	<p style="text-align: center;">Text: <i>Aesop's Fables</i></p>  <p style="text-align: center;">Outcome: write a fable Audience: To go on display in the library</p>

<p>Key Writing Skills: Composition Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures; Use simple organisational devices. Composition Compose sentences, building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Key writing skills: Composition Discuss similar writing, noting structure, vocabulary and grammar; build a varied and rich vocabulary; organise paragraphs around a theme Composition Organise paragraphs around a theme; assess the effectiveness of their own and others' writing and suggest improvements</p>	<p>Key writing skills: Composition Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Composition Assess the effectiveness of their own and others' writing and suggesting improvements; Propose changes to grammar and</p>	<p>Key writing skills: Composition: a. compose sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Composition: 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</p>
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<p>Composition 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>Composition 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>Grammar Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Grammar Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition;</p>	<p>Composition Discuss and record ideas; Compose and rehearse sentences orally building an increasing range of sentence structures</p> <p>Comprehension 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>Grammar Use adverbs to express time and cause; revise grammar for Year 3 in English Appendix 2</p> <p>Grammar Indicate possession by using the possessive apostrophe, including with plurals</p> <p>Grammar 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>Composition 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>Grammar Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Grammar Use inverted commas and other punctuation to indicate direct speech</p>	<p>building an increasing range of sentence structures</p> <p>Grammar: Indicate grammatical and other features by:</p> <p>c. using and punctuating direct speech</p> <p>Grammar: a. develop their understanding of the concepts in Appendix 2 by:</p> <p>(a) extending the range of sentences with more than one clause using a wide range of conjunctions</p> <p>Grammar: 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>Independent Writes: TBC</p>	<p>Independent Writes: TBC</p>	<p>Independent Writes: TBC</p>	<p>Independent Writes: TBC</p>

<p>Myths and Legends</p> <p>Legends of the Sea Year 4 English Planning Hamilton Trust (hamilton-trust.org.uk)</p>	<p>Poems on a Theme</p> <p>Poetry Raining Cats and Dogs Year 4 English Hamilton Trust (hamiltontrust.org.uk)</p>	<p>Reports</p> <p>Reports: Wolves Wolves in the Walls Year 4 English Hamilton Trust (hamiltontrust.org.uk)</p>	<p>Persuasion</p> <p>Persuasive Writing Animals in Captivity Year 4 English Hamilton Trust (hamilton-trust.org.uk)</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 Outcome: short story</p>	<p>Text:</p>  <p>Audience: Class Peers Outcome: a poem in the style of one read</p>	<p>Text: <i>Wolves in the Walls</i></p>  <p>Audience: Year 3 children Outcome: report</p>	<p>Text: <i>Zoo</i></p>  <p>Outcome: persuasion (P) Audience: local paper</p>
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<p>Key Writing Skills:</p> <p>Composition Discuss and record ideas; Compose and rehearse sentences orally, progressively building a varied, rich vocabulary & an increasing range of sentence structures.</p> <p>Composition 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</p> <p>Composition Propose changes to grammar and vocabulary to improve consistency; Proofread for spelling and punctuation errors.</p> <p>Grammar Organise paragraphs around a theme.</p> <p>Grammar Use and punctuate direct speech</p>	<p>Key Writing Skills:</p> <p>Composition(a) <i>Discuss writing similar to that which they are going to write in order to understand/learn from its structure, vocabulary and grammar</i></p> <p>Composition (b) <i>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</i></p> <p>Comprehension (a) <i>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</i></p>	<p>Key Writing Skills:</p> <p>Composition 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</p> <p>Composition Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composition Organise paragraphs around a theme; Compose and rehearse</p>	<p>Key Writing Skills:</p> <p>Composition <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>Composition <i>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i></p> <p>Composition <i>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</i></p> <p>Grammar <i>Use and understand the grammatical terminology in Appendix 2 accurately and</i></p>
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	<p>Grammar (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 Compositon 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 Grammar Using conjunctions, adverbs and prepositions to express time and cause (and place) (Year 3 revision) Grammar 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> Grammar <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> Grammar <i>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</i></p>
Independent Writes: TBC	Independent Writes: TBC	Independent Writes: TBC	Independent Writes: TBC
<p>Modern Fiction Mr Stink by David Walliams Hamilton Trust (hamiltontrust.org.uk)</p>			

<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>Key Writing Skills:</p> <p>Composition 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>Composition <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>Composition <i>Proof-read for punctuation errors.</i></p> <p>Comprehension <i>Identify how language, structure, and presentation contribute to meaning</i></p> <p>Composition <i>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an</i></p>		

<p><i>increasing range of sentence structures</i></p>		
<p>Grammar <i>Use and punctuate direct speech;</i> Grammar <i>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]</i></p>		

<p>Independent Writes: To write a character description of a David Walliams character.</p>		
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