







## St George's Primary Literacy - Long Term Plan 2021-2022 Year 4 Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	Charlie and The Chocolate Factory By Roald Dahl	Greek Myths: BBC Website link	The Firemaker's Daughter by Philip Pulman	Why the Whales Came by Michael Murpurgo	Roman Diary The Journal of ILiona A Young Slave	Oliver and The Seawigs
Reading	Charlie and the Chocolate Factory by Roald Dahl - link in with Roald Dahl Day. Roald Dahl Day:  The Travel Book by Malcom Croft.	Leo and the Gorgons Curse by Todd-Stanton	S2R: The Firemaker's Daughter by Philip Pullman  Escape to Pompeii by Christina Balit	The Whale by Vita & Ethan Murrow  S2R: The World of Whales: Get to know the Giants of the ocean by Darcy Dobell	Roman Diary The Journal of ILiona A Young Slave By Richard Platt (JC planning)	Manfish by Jennifer Berne
Composition	Setting description of a room within the factory.  Non-chronological Report: A country from Europe	Narrative - Myth  Instructions: How to defeat the monster.	Narrative - Journey to find the Royal Sulphur.  Newspaper Report: The Disaster of Pompeii - with interviews/quotes from the two surviving characters.	Narrative- Setting Description /Events in story.  Non-chronological Report: All about Whales/ <u>Other animal</u>	Recount/Diary  Explanation: Life as a Roman Soldier  Poetry - St George's Poetry	Writing Outcome: Narrative - My Invention  Biography
Poetry	Haiku Poems - Roald Dahl Characters				St George's Day Poetry Cracking Comprehension A Small Dragon by Brian Patten Knight Survival Guide: Are You Tough Enough? Anna Claybour	
Vocabulary, punctuation and grammar	Y3 recap VGP - based on formative/summative assessments at the end of Y3. <ul style="list-style-type: none"> <li>Recap sentence structure and types of sentences.</li> <li>Noun phrases</li> <li>Fronted adverbials</li> <li>Nouns and Pronouns</li> <li>Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by modifying adjectives, noun and preposition phrases.</li> <li>Fronted adverbials with commas.</li> <li>Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Nouns and pronouns</li> <li>Noun phrases expanded by modifying adjectives, noun and preposition phrases.</li> <li>Fronted adverbials with commas.</li> <li>Paragraphs</li> <li>Apostrophes to mark plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>Nouns and pronouns</li> <li>Noun phrases expanded by modifying adjectives, noun and preposition phrases.</li> <li>Fronted adverbials with commas.</li> <li>Paragraphs</li> <li>Apostrophes to mark plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>Standard English forms for verb inflections e.g we were instead of we was, I did instead of I done.</li> <li>Nouns and pronouns</li> <li>Noun phrases expanded by modifying adjectives, noun and preposition phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Standard English forms for verb inflections e.g we were instead of we was, I did instead of I done.</li> <li>Nouns and pronouns</li> <li>Noun phrases expanded by modifying adjectives, noun and preposition phrases.</li> </ul>

				<ul style="list-style-type: none"> <li>Inverted commas and other punctuation to indicate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Inverted commas and other punctuation to indicate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbials with commas.</li> <li>Paragraphs</li> <li>Apostrophes to mark plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbials with commas.</li> <li>Paragraphs</li> <li>Apostrophes to mark plural possession.</li> <li>Inverted commas and other punctuation to indicate direct speech</li> </ul>					
Terminology for Pupils	<b>Determiner, pronoun, possessive, pronoun, adverbial, fronted adverbials</b>											
Spelling (taught through RW1 spelling)	Unit 1 - Adding the prefix mis- and revising un-, in-, dis-  Unit 2 - Words ending zhuh spelt -sure  Special Focus 1 : The short u sound spelt ou  Unit 3 - Adding the prefix auto-		Unit 4 - Adding suffix -ly  Unit 5 - Adding the prefix inter-  Special Focus 2: Homophones		Unit 6 - Words with the ay sound spelt ei, eigh, ey  Unit 7 - Words ending in -ous  Unit 8 - Words with the s sound spelt sc  Special focus 3: Possessive apostrophe with plural words		Unit 9 - Wording ending in zhun spelt -sion  Unit 10 - Adding il- and revising un-, in-, mis-, dis-  Unit 11 - The word ending -ture		Special Focus 4: Homophones  Unit 12 - Adding -ir to words beginning with r  Unit 13 - -Adding the suffix -ion (1)		Unit 14 - Adding the suffix -ion (2)  *Supplement Needs with tasks from the Extra Practice Zone  ** Revision Units also available on Spelling Shed: <a href="#">Lists: 33, 34, 35 and 36.</a>	
Word list (common exception words)	various	strength	accident	business	mention	earth	address	interest	grammar	remember	favourite	decide
	famous	thought	accidentally	build	question	February	arrive	island	calendar	history	exercise	centre
	group	through	actual	increase	position	forward	opposite	guard	regular	ordinary	experience	century
	though	therefore	actually	promise	appear	forwards	suppose	guide	particular	therefore	experiment	certain
	although	enough	occasion	purpose	heard	fruit	pressure	natural	peculiar	length	extreme	circle
	eight	breath	occasionally	often	heart	knowledge	different	naughty	popular	minute	believe	complete
	eighth	breathe	possess	sentence	learn	weight	difficult	notice	answer	material	bicycle	perhaps
	caught	reign	possession	separate	library	woman	imagine	strange	consider	medicine	continue	potatoes
	height	recent	possible	surprise	disappear	women	important	special	quarter		describe	probably
	straight		busy		early							
Handwriting	<ul style="list-style-type: none"> <li>Recap/Continue the cursive letter formation for each letter individually - follow school handwriting policy.</li> <li><b>Intervention in the classroom for any children not forming letters correctly</b></li> </ul>				Introduce the joins - following the order set out in the handwriting policy  <b>Intervention in the classroom for any children not forming letters correctly or not yet joining.</b>				Review all joins - following handwriting sequence.			

Oracy Framework Focus		 Physical	 Linguistic	 Cognitive	 Social & Emotional	
Oracy links	<p>Introduce Talking Tips</p> <p>Articulate and justify answers, arguments and opinions through debate - linked to Charlie and The Chocolate Factory - finding some money.</p> <p>Presenting information about a European Country.</p>	<p>Drama - Linked to Christmas performance/presentations .</p>	<p>Use of talking tactics</p> <p>Articulate and justify answers, arguments and opinions through debate - linked to Firemaker's Daughter - should girls be allowed to be a firework maker?</p>	<p>Presentations about information/knowledge of whales.</p> <p>Debate based around dangers to living things.</p>	<p>Drama/hot seating/role play - linked to diary</p> <p>Performance poetry linked to St George's Day</p>	<p>Presentations linked to inventions.</p>