



Elmore Green Primary School  
Literacy Medium Term Plan  
2015-2016

Year 4		AUTUMN					
Planning, Evaluating and Editing		Grammar, Vocabulary and Punctuation					
		Word Structure	Sentence Structure	Text Structure	Punctuation		
Objectives	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally progressively building vocabulary and a range of sentence structures</li> <li>Plan vocabulary with which to create appropriate and interesting settings characters and plot in narrative forms</li> <li>Plan to use paragraphs by grouping relevant information showing an increase in confidence and accuracy in the placement of paragraph breaks</li> <li>Assess and discuss the effectiveness of their own <b>and others'</b> writing and suggest improvements (plot, vocabulary and/or grammar)</li> <li>To use correct grammar terminology when discussing their writing</li> <li>Proof read their writing for spelling and punctuation errors</li> <li>To implement changes to grammar and vocabulary to improve their writing</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</li> <li>The grammatical difference between <b>plural</b> and <b>possessive -s</b></li> <li>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</li> <li>Expand the range of vocabulary including subject specific words and those that can be 'looked-up' in a dictionary by using 2/3 letters</li> <li>Construct similes using 'like' or 'as' - focus on improved vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>To extend the range of sentences with more than one clause, by using a wider range of <b>conjunctions</b></li> <li>To use an increasing range of sentence structures for effect (e.g. a series of short sentences to increase pace and longer sentences with clauses for description ( list, 2A, 2Pairs, Action person)</li> <li>Use a pattern of 3 for description (list Sentence and can also be added extend to 3ed - Exhausted, terrified, scared, they ran from the creature)</li> </ul>	<ul style="list-style-type: none"> <li>In non-fiction, use organisational devices (eg. headings, subheadings, basic paragraph summaries)</li> <li>In narrative, create basic characters, settings and plot (using description and conjunctions appropriate to Year 4 - including beginning with dialogue)</li> <li>Attempt to use a 'hook' to draw the reader in - using action, dialogue or vivid description to do so.</li> <li>Use of paragraphs to organise ideas around a theme</li> </ul>	Review Year 2 - Apostrophes to mark omission and singular possession in nouns - ( the girl's name) Review Year 3 -Inverted commas for direct speech <ul style="list-style-type: none"> <li>Inverted commas and other punctuation to indicate direct speech (eg; a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")</li> <li>Apostrophes to mark plural possession (the girls' name)</li> <li>Commas after fronted adverbials</li> </ul>		
	Conjunctions	Review Year 3: While, Whenever Therefore, Without warning, However, Unless, After, Although	Terminology	<b>Determiner, pronoun, possessive pronoun, adverbial, imperative, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person, common/ proper/collective noun onomatopoeia, rhetorical question, word class</b>	Range of Genres	<ul style="list-style-type: none"> <li>Narrative - fantasy, adventure</li> <li>Letters</li> <li>Journalistic Recounts</li> <li>Recount Diary</li> </ul>	Identified Texts
		Meanwhile					
		Finally					
		In conclusion					
		In addition					
Additionally							



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Year 4		SPRING					
	Planning, Evaluating and Editing	Grammar, Vocabulary and Punctuation					
		Word Structure	Sentence Structure	Text Structure	Punctuation		
Objectives	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally progressively building vocabulary and a range of sentence structures</li> <li>Plan vocabulary with which to create appropriate and interesting settings characters and plot in narrative forms</li> <li>Plan to use paragraphs by grouping relevant information showing an increase in confidence and accuracy in the placement of paragraph breaks</li> <li>Assess and discuss the effectiveness of their own <b>and others'</b> writing and suggest improvements (plot, vocabulary and/or grammar)</li> <li>To use correct grammar terminology when discussing their writing</li> <li>Proof read their writing for spelling and punctuation errors</li> <li>To implement changes to grammar and vocabulary to improve their writing</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use the present perfect forms in contrast to the past tense (eg - <u>she has downloaded</u> - we know not only that she was downloading them (past tense) but also that she has completed the task)</li> <li>Begin to be more specific with word choices (the man got into the car becomes - Simon jumped quickly into his shiny red BMW)</li> <li>Construct similes using 'like' or 'as' - focus on improved vocabulary</li> <li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the bright blue butterfly with the fluttering, sheer wings on its back</i> - 2A)</li> <li>Use an increased range of adverbials focussing on their position within sentences- including <b>Fronted adverbials</b> (e.g. <i>he was fine <u>yesterday morning</u>, <u>Panting heavily</u>, she stopped. <u>At long last</u>, they had decided</i>)</li> <li>Develop the use of (e.g. <i><u>Later that day</u>, I heard the bad news.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>In non-fiction, use organisational devices (eg. headings, subheadings, basic paragraph summaries)</li> <li>In narrative, create basic characters, settings and plot (using description and conjunctions appropriate to Year 4 - including beginning with dialogue)</li> <li>Attempt to use a 'hook' to draw the reader in - using action, dialogue or vivid description to do so.</li> <li>Use of paragraphs to organise ideas around a theme</li> </ul>	Review Year 3 - Inverted commas for direct speech <ul style="list-style-type: none"> <li>Inverted commas and other punctuation to indicate direct speech (eg: a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")</li> <li>Apostrophes to mark plural possession (the girls' name)</li> <li>Commas after fronted adverbials</li> </ul>		
	Conjunctions	Review Year 3: While, Whenever Therefore, Without warning, However, Unless, After, Although Meanwhile Finally In conclusion In addition Additionally	Terminology	<b>Determiner, pronoun, possessive pronoun, adverbial, imperative, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person, common/ proper/collective noun onomatopoeia, rhetorical question, word class</b>	Range of Genres	<ul style="list-style-type: none"> <li>Non-chronological report</li> <li>Narrative (cultural setting, fable/story with a moral/lesson</li> <li>Information texts</li> </ul>	Identified Texts

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Year 4		SUMMER			
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Objectives	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally progressively building vocabulary and a range of sentence structures</li> <li>Plan vocabulary with which to create appropriate and interesting settings characters and plot in narrative forms</li> <li>Plan to use paragraphs by grouping relevant information showing an increase in confidence and accuracy in the placement of paragraph breaks</li> <li>Assess and discuss the effectiveness of their own <b>and others'</b> writing and suggest improvements (plot, vocabulary and/or grammar)</li> <li>To use correct grammar terminology when discussing their writing</li> <li>Proof read their writing for spelling and punctuation errors</li> <li>To implement changes to grammar and vocabulary to improve their writing</li> </ul>	<ul style="list-style-type: none"> <li>The grammatical difference between <b>plural</b> and <b>possessive -s</b></li> <li>Confidently use the present perfect forms in contrast to the past tense (eg - <u>she has downloaded</u> - we know not only that she was downloading them (past tense) but also that she has completed the task)</li> <li>Begin to use Rhetorical questions (e.g. in persuasive writing - How would you like to sleep on the street ?)</li> </ul>	<ul style="list-style-type: none"> <li>To use an increasing range of sentence structures for effect (e.g. a series of short sentences to increase pace and longer sentences with clauses for description (Action person, ad same ad)</li> <li>Use an increased range of adverbials focussing on their position within sentences- including <b>Fronted adverbials</b> (e.g. he was fine <u>yesterday morning</u>, <u>Panting heavily</u>, she stopped. <u>At long last</u>, they had decided</li> <li>Develop the use of (e.g. <u>Later that day</u>, I heard the bad news.)</li> </ul>	<ul style="list-style-type: none"> <li>In non-fiction, use organisational devices (eg. headings, subheadings, basic paragraph summaries)</li> <li>In narrative, create basic characters, settings and plot (using description and conjunctions appropriate to Year 4 - including beginning with dialogue)</li> <li>Attempt to use a 'hook' to draw the reader in - using action, dialogue or vivid description to do so.</li> <li>Use of paragraphs to organise ideas around a theme</li> </ul>	Review Year 3 - Inverted commas for direct speech <ul style="list-style-type: none"> <li>Inverted commas and other punctuation to indicate direct speech (eg; a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")</li> <li>Apostrophes to mark plural possession (the girls' name)</li> <li>Commas after fronted adverbials</li> </ul>
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	Finally				
	In conclusion				
	In addition				
Additionally					