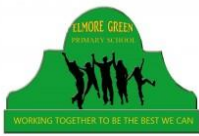




Elmore Green Primary School
Literacy Medium Term Plan
2015-2016

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"> Compose and rehearse sentences orally progressively building vocabulary and a range of sentence structures Plan vocabulary with which to create appropriate and interesting settings characters and plot in narrative forms Plan to use paragraphs by grouping relevant information showing an increase in confidence and accuracy in the placement of paragraph breaks Assess and discuss the effectiveness of their own and others' writing and suggest improvements (plot, vocabulary and/or grammar) To use correct grammar terminology when discussing their writing Proof read their writing for spelling and punctuation errors To implement changes to grammar and vocabulary to improve their writing 	<ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition The grammatical difference between plural and possessive -s Standard English forms for verb inflections 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>) Expand the range of vocabulary including subject specific words and those that can be 'looked-up' in a dictionary by using 2/3 letters Construct similes using 'like' or 'as' - focus on improved vocabulary 	<ul style="list-style-type: none"> To extend the range of sentences with more than one clause, by using a wider range of conjunctions 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) 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) 	<ul style="list-style-type: none"> In non-fiction, use organisational devices (eg. headings, subheadings, basic paragraph summaries) In narrative, create basic characters, settings and plot (using description and conjunctions appropriate to Year 4 - including beginning with dialogue) Attempt to use a 'hook' to draw the reader in - using action, dialogue or vivid description to do so. Use of paragraphs to organise ideas around a theme 	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"> 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!") Apostrophes to mark plural possession (the girls' name) Commas after fronted adverbials 		
	Conjunctions	Review Year 3: While, Whenever Therefore, Without warning, However, Unless, After, Although Meanwhile Finally In conclusion In addition Additionally	Terminology	Determiner, pronoun, possessive pronoun, adverbial, imperative, 1st, 2nd, 3rd person, common/ proper/collective noun onomatopoeia, rhetorical question, word class	Range of Genres	<ul style="list-style-type: none"> Narrative - fantasy, adventure Letters Journalistic Recounts Recount Diary 	Identified Texts



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Literacy Medium Term Plan
2015-2016

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"> Compose and rehearse sentences orally progressively building vocabulary and a range of sentence structures Plan vocabulary with which to create appropriate and interesting settings characters and plot in narrative forms Plan to use paragraphs by grouping relevant information showing an increase in confidence and accuracy in the placement of paragraph breaks Assess and discuss the effectiveness of their own and others' writing and suggest improvements (plot, vocabulary and/or grammar) To use correct grammar terminology when discussing their writing Proof read their writing for spelling and punctuation errors To implement changes to grammar and vocabulary to improve their writing 	<ul style="list-style-type: none"> 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) Begin to be more specific with word choices (the man got into the car becomes - Simon jumped quickly into his shiny red BMW) Construct similes using 'like' or 'as' - focus on improved vocabulary Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> 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) Use an increased range of adverbials focussing on their position within sentences- including Fronted adverbials (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>) Develop the use of (e.g. <i><u>Later that day</u>, I heard the bad news.</i>) 	<ul style="list-style-type: none"> In non-fiction, use organisational devices (eg. headings, subheadings, basic paragraph summaries) In narrative, create basic characters, settings and plot (using description and conjunctions appropriate to Year 4 - including beginning with dialogue) Attempt to use a 'hook' to draw the reader in - using action, dialogue or vivid description to do so. Use of paragraphs to organise ideas around a theme 	Review Year 3 - Inverted commas for direct speech <ul style="list-style-type: none"> 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!") Apostrophes to mark plural possession (the girls' name) Commas after fronted adverbials 		
	Conjunctions	Review Year 3: While, Whenever Therefore, Without warning, However, Unless, After, Although Meanwhile Finally In conclusion In addition Additionally	Terminology	Determiner, pronoun, possessive pronoun, adverbial, imperative, 1st, 2nd, 3rd person, common/ proper/collective noun onomatopoeia, rhetorical question, word class	Range of Genres	<ul style="list-style-type: none"> Non-chronological report Narrative (cultural setting, fable/story with a moral/lesson Information texts 	Identified Texts

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Year 4		SUMMER			
Planning, Evaluating and Editing		Grammar, Vocabulary and Punctuation			
		Word Structure	Sentence Structure	Text Structure	Punctuation
Objectives	<ul style="list-style-type: none"> Compose and rehearse sentences orally progressively building vocabulary and a range of sentence structures Plan vocabulary with which to create appropriate and interesting settings characters and plot in narrative forms Plan to use paragraphs by grouping relevant information showing an increase in confidence and accuracy in the placement of paragraph breaks Assess and discuss the effectiveness of their own and others' writing and suggest improvements (plot, vocabulary and/or grammar) To use correct grammar terminology when discussing their writing Proof read their writing for spelling and punctuation errors To implement changes to grammar and vocabulary to improve their writing 	<ul style="list-style-type: none"> The grammatical difference between plural and possessive -s 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) Begin to use Rhetorical questions (e.g. in persuasive writing - How would you like to sleep on the street ?) 	<ul style="list-style-type: none"> 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) Use an increased range of adverbials focussing on their position within sentences- including Fronted adverbials (e.g. he was fine <u>yesterday morning</u>, <u>Panting heavily</u>, she stopped. <u>At long last</u>, they had decided Develop the use of (e.g. <u>Later that day</u>, I heard the bad news.) 	<ul style="list-style-type: none"> In non-fiction, use organisational devices (eg. headings, subheadings, basic paragraph summaries) In narrative, create basic characters, settings and plot (using description and conjunctions appropriate to Year 4 - including beginning with dialogue) Attempt to use a 'hook' to draw the reader in - using action, dialogue or vivid description to do so. Use of paragraphs to organise ideas around a theme 	Review Year 3 - Inverted commas for direct speech <ul style="list-style-type: none"> 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!") Apostrophes to mark plural possession (the girls' name) Commas after fronted adverbials
	Review Year 3: While, Whenever Therefore, Without warning, However, Unless, After, Although	Terminology	Range of Genres	Identified Texts	
	Meanwhile				
	Finally				
	In conclusion				
	In addition				
Additionally					