



## STAG LANE JUNIOR SCHOOL - MEDIUM TERM PLAN

Year group: Year 4	Year: 2016/17	Term: Summer 1
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Week	Text type e.g poetry, non-fiction	Reading objectives	Writing objectives	Grammar and Punctuation objectives	Spelling Pattern From Read write inc
1	<b>Cracking Comprehension</b>	<p><b>(RC1.3)</b> Using dictionaries to check the meaning of words that they have read.</p> <p><b>(RC2.1)</b> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p><b>(RC2.3)</b> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><b>(RC2.5)</b> Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p><b>(WC1.2)</b> To plan writing by discussing and recording ideas.</p> <p><b>(WC2.1)</b> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p>	<p><b>(WVGP1.4)</b> Using conjunctions, adverbs and prepositions to express time and cause.</p> <p><b>(WVPG3)</b> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<b>Prefixes</b>
2	<b>Nonsense Poetry</b>	<p><b>(RC1.1)</b> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p><b>(RC1.3)</b> Using dictionaries to check the meaning of words that they have read.</p> <p><b>(RC1.6)</b> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume</p>	<p><b>(WC1.2)</b> To plan writing by discussing and recording ideas.</p> <p><b>(WC2.1)</b> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p><b>(WC5)</b> read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling</p>	<p><b>(WVGP1.6)</b> learning the grammar for years 3 and 4 in English Appendix 2</p> <p><b>(WTS1)</b> use further prefixes and suffixes and understand how to add them (English Appendix 1)</p>	<b>Prefixes</b>

		<p>and action  <b>(RC1.7)</b> Discussing words and phrases that capture the reader's interest and imagination.  <b>(RC1.8)</b> recognising some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>the tone and volume so that the meaning is clear.</p>		
3		<p><b>(RC1.1)</b> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  <b>(RC1.3)</b> Using dictionaries to check the meaning of words that they have read.  <b>(RC1.6)</b> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  <b>(RC1.7)</b> Discussing words and phrases that capture the reader's interest and imagination.  <b>(RC1.8)</b> recognising some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p><b>(WC1.2)</b> To plan writing by discussing and recording ideas.  <b>(WC2.1)</b> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  <b>(WC2.3)</b> in narratives, creating settings, characters and plot  <b>(WC5)</b> 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>(WVGP1.5)</b> using fronted adverbials  <b>(WVGP1.6)</b> learning the grammar for years 3 and 4 in English Appendix 2  <b>(WVGP2.1)</b> using commas after fronted adverbials</p>	<b>Suffixes</b>
4		<p><b>(RC1.1)</b> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  <b>(RC1.3)</b> Using dictionaries to check the meaning of words that they have read.  <b>(RC1.6)</b> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p><b>(WC1.2)</b> To plan writing by discussing and recording ideas.  <b>(WC2)</b> draft and write  <b>(WC2.1)</b> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  <b>(WC2.2)</b> organising paragraphs around a theme  <b>(WC2.3)</b> in narratives, creating</p>	<p><b>(WVGP1.3)</b> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  <b>(WVGP1.6)</b> learning the grammar for years 3 and 4 in English Appendix 2</p>	<b>Suffixes</b>

		<p><b>(RC1.7)</b> Discussing words and phrases that capture the reader's interest and imagination.</p> <p><b>(RC1.8)</b> recognising some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>settings, characters and plot</p> <p><b>(WC3.1)</b> assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p><b>(WC5)</b> 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>		
5	The Shang Dynasty	<p><b>(RC1.1)</b> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p><b>(RC1.2)</b> reading books that are structured in different ways and reading for a range of purposes</p> <p><b>(RC1.3)</b> Using dictionaries to check the meaning of words that they have read.</p> <p><b>(RC1.5)</b> identifying themes and conventions in a wide range of books</p> <p><b>(RC2.1)</b> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p><b>(RC2.2)</b> asking questions to improve their understanding of a text</p> <p><b>(RC2.5)</b> Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p><b>(WC1.1)</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar</p> <p><b>(WC1.2)</b> To plan writing by discussing and recording ideas.</p> <p><b>(WC2.1)</b> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p><b>(WC2.4)</b> in non-narrative material, using simple organisational devices (for example as headings and sub-headings)</p>	<p><b>(WVGP1.3)</b> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p><b>(WVGP1.4)</b> Using conjunctions, adverbs and prepositions to express time and cause.</p> <p><b>(WVGP2.2)</b> indicating possession by using the possessive apostrophe with plural nouns</p>	Shang Dynasty Spellings
6		<p><b>(RC1.1)</b> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p><b>(RC1.2)</b> reading books that are structured in different ways and</p>	<p><b>(WC1.1)</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar</p> <p><b>(WC1.2)</b> To plan writing by discussing and recording ideas.</p>	<p><b>(WVGP1.1)</b> extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></p> <p><b>(WVGP1.3)</b> choosing nouns or</p>	Shang Dynasty Spelling

		<p>reading for a range of purposes  <b>(RC1.3)</b> Using dictionaries to check the meaning of words that they have read.  <b>(RC1.5)</b> identifying themes and conventions in a wide range of books  <b>(RC2.1)</b> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  <b>(RC2.2)</b> asking questions to improve their understanding of a text  <b>(RC2.5)</b> Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p><b>(WC2.1)</b> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  <b>(WC2.2)</b> organising paragraphs around a theme  <b>(WC2.4)</b> in non-narrative material, using simple organisational devices (for example as headings and sub-headings)  <b>(WC3.1)</b> assessing the effectiveness of their own and others' writing and suggesting improvements  <b>(WC3.2)</b> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  <b>(WC4)</b> proof-read for spelling and punctuation errors</p>	<p>pronouns appropriately for clarity and cohesion and to avoid repetition  <b>(WVGP1.4)</b> Using conjunctions, adverbs and prepositions to express time and cause.  <b>(WVGP1.5)</b> using fronted adverbials  <b>(WVGP2.1)</b> using commas after fronted adverbials</p>	
7		<p><b>(RC1.3)</b> Using dictionaries to check the meaning of words that they have read.  <b>(RC1.5)</b> identifying themes and conventions in a wide range of books  <b>(RC2.1)</b> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  <b>(RC2.2)</b> asking questions to improve their understanding of a text  <b>(RC2.5)</b> Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p><b>(WC1.1)</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar  <b>(WC1.2)</b> To plan writing by discussing and recording ideas.  <b>(WC2.1)</b> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  <b>(WC2.2)</b> organising paragraphs around a theme  <b>(WC2.4)</b> in non-narrative material, using simple organisational devices (for example as headings and sub-</p>	<p><b>(WVGP1.1)</b> extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>  <b>(WVGP1.3)</b> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  <b>(WVGP1.4)</b> Using conjunctions, adverbs and prepositions to express time and cause.  <b>(WVGP1.5)</b> using fronted adverbials  <b>(WVGP2.1)</b> using commas after fronted adverbials</p>	<p><b>Dictation</b></p>

			headings) <b>(WC3.1)</b> assessing the effectiveness of their own and others' writing and suggesting improvements <b>(WC3.2)</b> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <b>(WC4)</b> proof-read for spelling and punctuation errors		
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Please colour code your text type focus : **fiction (blue)** **Non-fiction (green)** **Poetry (orange)**