



Long Term Planning 2017-18
Literacy - Year 4 CL

Term 1

Week Beg 4th September	Book reviews - favourite books Class reader Michael Murpurgo	Reading whole book Michael Murpurgo Best Mates Reading and performing Puck Soliloquy. A Midsummer Night's Dream Oracy and Reading focus	
Week Beg 11th September	Best Mates		
Week Beg 18 th September	Poetry unit 1 Puck Soliloquy. A Midsummer Night's Dream		
Week Beg 25th September	Letter Writing -Non fiction About Ourselves		
Week Beg 2 nd October	Poetry unit 2		
Week Beg 9th October	Pie Corbett	Pie Corbett Children as Writers Jump start to Poetry	
Week Beg 16 th October	The twig		
Week Beg 30 th October	The bee		

Term 2

Week Beg 2nd November	Story writing Adventure Fiction	Reading The Lion Witch and The Wardrobe	
Week Beg 6 th November	Pie Corbett Reading Lion Witch and The Wardrobe C. S. Lewis		
Week Beg 13 th November	Biography (Non Fiction) Nelson Mandela	Reading Newspapers News reports	
Week Beg 20th November			
Week Beg 27 th November			
Week Beg 4 th December			
Week Beg 11 th December Week Beg 18th	Instructional Text (Non Fiction)	Christmas Recipes	

Term 3

Week Beg 3rd January	Newspaper report writing Reading Best Mates	Red Riding Hood (Local Wood Cutter Wins Medal) Reading Best Mate Michael Murpurgo	
Week Beg 8 th January			
Week Beg 15 th January			
Week Beg 22nd January	Film narrative - Fiction	The Piano	
Week Beg 29th January			
Week Beg 5 th February			Film narrative - fiction

Term 4

Week Beg 19th February	Persuasive text - adverts creating posters for May Fayre Stories from other cultures Fiction	Reading Chinese Traditional Stories Chinese Myths Text tbc	
Week Beg 26 th February			
Week Beg 5 th March	Reading Chinese stories	Drama, News	
Week Beg 12 th March	Script Writing (Narrative)		
Week Beg 19th March		Street child written by Bertie Doherty - whole book unit	
Week Beg 26 th March			

Term 5

Week Beg 16 th April	Information/Explanation Texts Poetry (Non-fictional) Swallows and Amazons Reading	Writing for display re drafting Reading Arthur Ransome Swallows and Amazon	
Week Beg 23rd April			
Week Beg 30th May			
Week Beg 7 th May	Book Reviews		
Week Beg 14 th May	School Assessment Week		
Week Beg 21st	Diversity Week	Preparation for choral performances	

Term 6

Week Beg 4th June	Recount Diversity Week Significant Authors Drama and Choral performance linked to reading Reading Ice Palace Robert Swindells	Diversity week reading - choral and drama performance on text Reading Ice Palace Robert Swindells	
Week Beg 11 th June	Letter Writing		
Week Beg 18 th June	Assessment Week		
Week Beg 25st June			
Week Beg 2 nd July	New classes		
Week Beg 9 th July	New classes school finishes 13th July		

Reading assessment focuses

Domain	Code	Curriculum objective
Reading: Word reading	RWR1	To apply their knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and understand the meaning of new words they meet.
Reading: Comprehension	RC1	To maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	RC2	To maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.
	RC3	To maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.
	RC4	To maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices.
	RC5	To maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing.
	RC6	To maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books.
	RC7	To maintain positive attitudes to reading and understanding of what they read by learning a wide range of poetry by heart.
	RC8	To maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
	RC9	To understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
	RC10	To understand what they read by asking questions to improve their understanding.
	RC11	To understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
	RC12	To understand what they read by predicting what might happen from details stated and implied.
	RC13	To understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	RC14	To understand what they read by identifying how language, structure and presentation contribute to meaning,
	RC15	To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

	RC16	To distinguish between statements of fact and opinion.
	RC17	To retrieve, record and present information from non-fiction.
	RC18	To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
	RC19	To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
	RC20	To ask questions to improve their understanding of what they have read.
	RC21	To provide reasoned justifications for their views.