

Toft Hill Primary School
Year 4 English LTP

	Autumn Term	Spring Term	Summer Term
Class Texts	<ul style="list-style-type: none"> • Harry Potter & the philosopher's stone – JK Rowling • Henry's Freedom Box – Ellen Levine • Winter's Child – Angela McAliister 	<ul style="list-style-type: none"> • Wild Robot – Peter Brown • Boudicca – Richard Brassey 	TBC
Handwriting (see handwriting curriculum)	<ul style="list-style-type: none"> • The Anticlockwise Letters • The Tall letters • The long letters • The lumpy letters 	<ul style="list-style-type: none"> • The vowels • The other letters • The Capital Letters 	<ul style="list-style-type: none"> • The Anticlockwise Letters • The Tall letters • The long letters • The lumpy letters • The vowels • The other letters • The Capital Letters

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Fronted subordination using conjunctions, e.g. when, before, after, while, so, because. • Building a rich vocabulary and using the following sentence structures: simple, compound and complex. • To use fronted adverbial phrases, e.g. 'Later that day, I heard the bad news.' • To use paragraphs to organise ideas around a theme. • To use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas. For example: The conductor shouted, 'Sit down!' 	<ul style="list-style-type: none"> • Fronted subordination using conjunctions, e.g. when, before, after, while, so, because. • Building a rich vocabulary and using the following sentence structures: simple, compound and complex. • To use fronted adverbial phrases, e.g. 'Later that day, I heard the bad news.' • To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair.' • To make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	<ul style="list-style-type: none"> • Fronted subordination using conjunctions, e.g. when, before, after, while, so, because. • Building a rich vocabulary and using the following sentence structures: simple, compound and complex. • To use fronted adverbial phrases, e.g. 'Later that day, I heard the bad news.' • To understand the grammatical difference between plural and possessive -s. • To use apostrophes to mark plural possession, e.g. the girl's name (singular), the girls' names (plural). • To use standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.
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Composition	<p>Text types: Non-chronological reports, Recounts, Instructions, Letters, Explanation.</p> <ul style="list-style-type: none"> • To plan his/her writing by discussing and recording ideas within a given structure. • To draft and write by organising writing into paragraphs as a way of grouping related material. • To evaluate and edit by assessing the effectiveness of his/her own writing. • To evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. 	<p>Text types: Non-chronological reports, Recounts, Instructions, Letters, Explanation, Persuasion</p> <ul style="list-style-type: none"> • To plan his/her writing by discussing and recording ideas within a given structure. • To draft and write by organising writing into paragraphs as a way of grouping related material. • To evaluate and edit by assessing the effectiveness of his/her own writing. • To evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. 	<p>Text types: Non-chronological reports, Recounts, Instructions, Letters, Explanation, Persuasion</p> <ul style="list-style-type: none"> • To plan his/her writing by discussing and recording ideas within a given structure. • To draft and write by organising writing into paragraphs as a way of grouping related material. • To evaluate and edit by assessing the effectiveness of his/her own writing. • To evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.
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<p style="text-align: center;">Spellings</p>	<ul style="list-style-type: none"> • /aw/ spelt with augh and au • Adding the prefix in- • Adding the prefix im- • Adding the prefix il- • Homophones & near homophones • Words with /shun/ endings spelt with 'sion' 	<ul style="list-style-type: none"> • Words with a /shuhn/ sound, spelt with 'sion' • Words with a /shuhn/ sound, spelt with 'ssion' • Words with a /shuhn/ sound, spelt with 'tion' • Words with a /shuhn/ sound, spelt with 'cian' • 'ough' • to make a long /o/, /oo/ or /or/ sound • Statutory Spellings Words 	<ul style="list-style-type: none"> • Homophones & Near Homophones • Nouns ending in the suffix -ation • Nouns ending in the suffix -ation • Plural Possessive Apostrophes with plural words • Statutory Spelling Words 	<ul style="list-style-type: none"> • the /s/ sound spelt with 'sc' • 'soft c' spelt with 'ce' • 'soft c' spelt with 'ci' • Word families based on common words • Statutory Spelling Words 	<ul style="list-style-type: none"> • Adding the prefix inter • Adding the prefix anti • Adding the prefix auto- • Adding the prefix ex- • Adding the prefix non- • Words ending in -ar/ -er 	<ul style="list-style-type: none"> • Adding the suffix -ous • Adverbials of frequency and possibility • Adverbials of manner • Statutory Spelling Words
<p style="text-align: center;">Reading Comprehension skills</p>	<p>Explain Retrieve Interpret Choice</p>		<p>Explain Retrieve Interpret Choice</p>		<p>Explain Retrieve Interpret Choice</p>	
<p>Terminology: Determiner, pronoun, possessive pronoun, adverbial</p>						

Key Y3 VGP Objective

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