

Literacy Lesson Medium Term Plan	
Year Group - 4	Year – 2023-2024

National Curriculum Spoken Language Y1-Y6 (delivered across the Literacy and Wider Curriculum)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

Handwriting and spelling objectives planned for throughout the year.

Autumn 1 – 6 weeks 4 days			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Poetry	Taking Flight – Literacy Shed	Writing – extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense	

		<p>Discussing and recording ideas in narratives, creating settings, characters and plot</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i></p> <p>proof-read for spelling and punctuation errors</p> <p>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>using conjunctions, adverbs and prepositions to express time and cause</p>	
Diary Writing	Swimming trip The Lighthouse – Literacy Shed	<p>Writing –</p> <p>Discussing and recording ideas</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i></p> <p>in narratives, creating settings, characters and plot</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>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>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>using fronted adverbials</p>	PE Geography

<p>Narrative</p>	<p>The Mousehole Cat This is War Charlotte's Web</p> <p>Seeking Refuge – Juliane's story – Literacy Shed</p>	<p>Reading - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet reading books that are structured in different ways and reading for a range of purposes identifying how language, structure, and presentation contribute to meaning listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these predicting what might happen from details stated and implied drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context discussing words and phrases that capture the reader's interest and imagination</p> <p>Writing – use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme assessing the effectiveness of their own and others' writing and suggesting improvements in narratives, creating settings, characters and plot proof-read for spelling and punctuation errors</p>	<p>History Art PSHE</p>
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		assessing the effectiveness of their own and others' writing and suggesting improvements	
Biography writing	Information about Lubaina Himid	Writing organising paragraphs around a theme assessing the effectiveness of their own and others' writing and suggesting improvements proof-read for spelling and punctuation errors assessing the effectiveness of their own and others' writing and suggesting improvements using conjunctions, adverbs and prepositions to express time and cause discussing writing similar to that which they are planning to write in	Diversity
Autumn 2 – 7 weeks 3 days			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Poetry	The Pig	Reading – preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks discussing words and phrases that capture the reader's interest and imagination	

Narrative	How to train your Dragon Charlotte's Web	<p>Reading – asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these predicting what might happen from details stated and implied drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context discussing words and phrases that capture the reader's interest and imagination</p> <p>Writing – Discussing and recording ideas use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i> in narratives, creating settings, characters and plot choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) using fronted adverbials using commas after fronted adverbials using and punctuating direct speech</p>	
Spring 1 – 5 weeks			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum

	<i>be found on the long term plans)</i>		
Poetry	Cloud Busting	<p>Reading – preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry [for example, free verse, narrative poetry] drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Writing – discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), in narratives, creating settings, characters and plot assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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>	PSHE Anti- Bullying
Myths and Legends	Can you Catch a Mermaid? Seal Children	<p>Reading – listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Writing – discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p>	

		<p>organising paragraphs around a theme</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>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>using fronted adverbials</p> <p>using commas after fronted adverbials</p> <p>using and punctuating direct speech</p>	
Persuasive writing	Where the Forest meets the Sea Rainforest Calling	<p>Reading –</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction texts</p> <p>asking questions to improve their understanding of a text</p> <p>Writing –</p>	Geography PSHE

		<p>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>discussing and recording ideas</p> <p>organising paragraphs around a theme</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>retrieve and record information from non-fiction</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p>	
Spring 2 – 5 weeks 3 days			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Persuasive writing	Where the Forest meets the Sea Rainforest Calling	<p>Reading –</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	PSHE

		<p>Writing – using fronted adverbials using commas after fronted adverbials discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others’ writing and suggesting improvements extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	
Non- Chronological Report	Tudor books and internet links Non-Chronological Reading texts	<p>Reading – listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks discussing words and phrases that capture the reader’s interest and imagination identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning</p> <p>Writing – discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	History

		<p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using the present perfect form of verbs in contrast to the past tense</p>	
Diary writing	The Prince, the Cook and the Cunning Thief	<p>Writing –</p> <p>Discussing and recording ideas</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i></p> <p>in narratives, creating settings, characters and plot</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>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>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>using fronted adverbials</p> <p>using commas after fronted adverbials</p> <p>using and punctuating direct speech</p>	

Narrative	<p>The Queens Token</p> <p>Mindfulness</p> <p>Wolves in the Walls</p>	<p>Reading –</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction texts</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Writing –</p> <p>Discussing and recording ideas</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i></p> <p>in narratives, creating settings, characters and plot</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>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>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>using fronted adverbials</p> <p>using commas after fronted adverbials</p> <p>using and punctuating direct speech</p>	<p>History</p> <p>PSHE</p>
Summer 1 – 6 weeks			

Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Non-Chronological writing	Walk with Wolves Plastic Sucks	<p>Reading – predicting what might happen from details stated and implied listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes identifying main ideas drawn from more than one paragraph and summarising these drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Writing – extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense Discussing and recording ideas in narratives, creating settings, characters and plot use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i> proof-read for spelling and punctuation errors using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech</p>	PSHE
Narrative	The Firework Makers Daughter Charlotte's Web	<p>Reading – reading books that are structured in different ways and reading for a range of purposes listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	*Art/D&T link History - Anglo-Saxons and Celts

		<p>identifying how language, structure, and presentation contribute to meaning</p> <p>identifying main ideas drawn from more than one paragraph and summarising these drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Writing –</p> <p>using fronted adverbials</p> <p>using commas after fronted adverbials</p> <p>range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>Discussing and recording ideas</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i></p> <p>proof-read for spelling and punctuation errors</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using fronted adverbials</p> <p>using commas after fronted adverbials</p> <p>using and punctuating direct speech</p>	
Poetry	The Magic Box – Kit Wright Haikus/cinquain, free verse	<p>Reading –</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	

		<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Writing –</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>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>organising paragraphs around a theme</p>	
	The Windmill Farmer – Literacy Shed		
Summer 2 – 7 weeks 3 days			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Recount	Henry's Freedom Box Oliver Twist	<p>Reading –</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Writing –</p> <p>discussing and recording ideas</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p>	Diversity

		<p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>using commas after fronted adverbials</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	
Playscript	<p>Oliver Twist</p> <p>Fantastic Mr Fox</p>	<p>Reading -</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Writing –</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i></p> <p>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>organising paragraphs around a theme</p>	Historical novel

		<p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>using fronted adverbials</p> <p>using commas after fronted adverbials</p>	
Narrative	Caught in the Web	<p>Reading -</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	PSHE – Internet Safety