

# ENGLISH LONG TERM PLAN ELSTON HALL LEARNING TRUST

SCHOOL: ELSTON HALL

YEAR: 4



| DIMENSIONS UNITS FOR THIS TERM                                      | CORE UNIT       | COMPETENCY UNIT     | NC ESSENTIALS UNIT        |
|---|-----------------|---------------------|---------------------------|
| Lightning Speed<br>May the Force Be With You<br>Window on the World | Lightning Speed | Window on the World | May the Force Be With You |

| UNIT  | GENRE                           | GOLDEN WRITING OUTCOME                                     | FICTION OR NON-FICTION | TEXT   | STIMULUS   | READING SKILLS   | WRITING SKILLS  | WRITING OUTCOMES IN ENGLISH BOOKS   |
|---|---------------------------------|--|------------------------|--|--|--|---|---|
| ONE<br><br>TWO<br>WEEKS<br>w.b. 5.09.22<br>w.b. 12.09.22  | Fiction – character description | Character description of own superhero                     | Fiction                | Individual schools to source 'superhero text' to be shared as class reader e.g. Marvel 5 minute stories; Cinderboy | Video clips from 'The Incredibles'                                   | Character inference (ARE 23/24)  | Expanded noun phrases with post-modifiers (ARE 33)<br>Planning<br>Generating vocabulary                 | Character descriptions with a focus on expanded phrases with post modifiers (Dash; JackJack)                                    |
| TWO<br><br>TWO<br>WEEKS<br>w.b. 19.09.22<br>w.b. 26.09.22 | Persuasive letter - formal      | Persuasive letter to join the team (be superhero for City) | Non-fiction            | Individual schools to source 'superhero text' to be shared as class reader e.g. Marvel 5 minute stories; Cinderboy | Video clips from 'The Incredibles'<br>Examples of persuasive letters | Echo reading<br>Analyse text structure (ARE 29)<br>Identify themes (ARE 41)<br>Identifying author's word choice (ARE 37)<br>Collect effective words/phrases (ARE 38) | Writing for purpose & audience<br>Paragraphs (19b; 40)<br>Conjunctions (subordination and coordination) | Persuasive letter to join team The Incredibles<br>Persuasive letter from Edna Mole to Incredibles for help (link to retirement) |

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|--|-----------------------------|--|------------------------|--------------------|--|---|---|--|
| THREE<br><br>THREE WEEKS<br>w.b. 3.10.22<br>w.b. 10.10.22<br>w.b. 17.10.22 | Mystery/<br>Suspense        | Suspense story with focus on setting description                     | Fiction                | The Nightmare Man  | Under the Rug –<br>The Mysteries of<br>Harris Burdick            | Prediction (ARE 11/12)<br>Text type features (ARE 27)   | Fronted adverbials (ARE 31)<br>Time and place adverbials (ARE 35)<br>Use of commas (ARE 36)<br>Adverb starters (ARE 29)<br>OMS  | Setting description<br>Suspense story                                |
| FOUR<br><br>TWO WEEKS<br>w.b. 31.10.22<br>w.b. 7.11.22                     | Explanation texts           | Explanation of electrical items                                      | Non-fiction            | Until I met Dudley | Possible use of<br>Wallace & Gromit<br>inventions<br>Pie Corbett | Scanning (Are 22)<br>Ask relevant questions (ARE 20)<br>Navigate/retrieve and record information (ARE 17/18)  | Subject specific language<br>Subordination and coordination<br>Organisation features – cohesion<br>Prepositional phrases  | Explanation of electrical items                                      |
| FIVE<br><br>TWO WEEKS<br>14.11.22<br>21.11.22                              | Stories from other cultures | Diary entry (different viewpoints/<br>different points in the story) | Fiction                | Christophe's Story |  | Inference (ARE 23)<br>Navigating text to find feelings (ARE 18)<br>Analyse plots (ARE 28)<br>Ask relevant questions (ARE 20)<br>Attempt to pronounce unfamiliar words (ARE 6) | Planning (ARE 18)<br>Evaluate and edit (ARE 20)<br>Sentence structures (ARE 22)<br>Sentences with more than one clause (ARE 26)<br>Pronouns (ARE 35)<br>Paragraphs (ARE 40) | Diary entry (different viewpoints/<br>different points in the story) |

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|---|---------------------------------------|---|-------------------------|--------------------------|---------------------------------------|--|--|---|
| <b>WRITING ASSESMENT WEEK PRIOR TO TEACHER ASSESSMENT w.b. 28.11.22</b>           |                                       |   |                         |                          |                                       |  |  |   |
| <b>SIX</b><br><br><b>TWO WEEKS</b><br><b>w.b. 5.12.22</b><br><b>w.b. 12.12.22</b> | <b>Poetry – haiku; tanka; kenning</b> | <b>Write poems in the style of Haiku, Tanka and Kenning</b> | <b>Fiction - poetry</b> | <b>A sample of poems</b> | <b>Settlements – link to thematic</b> | <b>Preparing and performing poems</b><br><b>Intonation</b> | <b>Plan own poems (ARE 18)</b><br><b>Generating and selecting vocab banks</b><br><b>Perform own compositions</b> | <b>Write poems in the style of Haiku, Tanka and Kenning</b> |