

Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write					2. Pronouns		3. Fronted Adverbials				Assessments
Spring	1. Apostrophes			2. Speech			3. Noun Phrases			4. Suffixes 1		Assessments
Summer	1. Standard English		2. Paragraphs				3. Suffixes 2					Assessments

Year 4 – Long Term Plan – Autumn

*Opportunities to consolidate previously taught Y4 objectives in red. *Links to previous year group's objectives in green

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Autumn	<p>1. Ready to Write</p> <p>Year 3 English: (3G1.8) <u>Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</u></p> <p>(3G3.4) <u>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</u></p> <p>(3G1.4) <u>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</u></p> <p>(3G1.6) <u>Express time, place and cause using adverbs [for example, then, next, soon, therefore]</u></p> <p>(3G1.7) <u>Express time, place and cause using prepositions [for example, before, after, during, in, because of]</u></p> <p>(3G5.7) <u>Introduction to inverted commas to punctuate direct speech</u></p> <p>(3G4.1b) <u>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</u></p> <p>Introduction to paragraphs as a way to group related material</p> <p>Terminology for pupils: • (4G1.8) <u>determiner</u></p>					<p>2. Pronouns</p> <p>(4G1.5) <u>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</u></p> <p>(4G1.5) <u>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</u></p> <p>Terminology for pupils: • (4G1.5) <u>pronoun</u> • (4G1.5a) <u>possessive pronoun</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y1 personal pronoun I and Y2 nouns</p> </div>		<p>3. Fronted Adverbials</p> <p>(4G5.6b) <u>Using fronted adverbials</u></p> <p>(4G5.6b) <u>Fronted adverbials [for example, Later that day, I heard the bad news.]</u></p> <p>(4G5.6b) <u>Using commas after fronted adverbials</u></p> <p>(4G5.6b) <u>Use commas after fronted adverbials</u></p> <p>Terminology for pupils: • (4G1.6a) <u>adverbial</u></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px; width: fit-content;"> <p>*Links to Y3 adverbs</p> </div>					Assessments	

*Links to all Y3 objectives.

Year 4 – Long Term Plan – Spring

*Opportunities to consolidate previously taught Y4 objectives in red. *Links to previous year group’s objectives in green

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
Spring	<p>1. Apostrophes</p> <p>(4G5.8) <u>Indicating possession by using the possessive apostrophe with plural nouns</u></p> <p>(4G5.8) <u>The grammatical difference between plural and possessive –s</u></p> <p>(4G5.8) <u>Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 apostrophes for contraction</p> <p>*Pronouns</p> </div>			<p>2. Speech</p> <p>(4G5.7) <u>Using and punctuating direct speech</u></p> <p>(4G5.7) <u>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y3 speech.</p> <p>*Fronted adverbials</p> </div>			<p>3. Noun Phrases</p> <p>(4G3.2) <u>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 expanded noun phrases objective and Y3 determiners and prepositions.</p> <p>*Pronouns</p> </div>			<p>4. Suffixes 1</p> <p>Spell words with endings sounding like /ʒə/ or /tʃə/</p> <p>Spell words with endings which sound like /ʒən/</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 Suffixes and Y3 word families and prefixes</p> </div>			<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessments</p>		

Year 4 – Long Term Plan – Summer

*Opportunities to consolidate previously taught Y4 objectives in red. *Links to previous year group's objectives in green

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Summer	<p>1. Standard English</p> <p>(4G7.1) <u>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y3 Speech</p> <p>*Speech</p> </div>		<p>2. Paragraphs</p> <p>Use of paragraphs to organise ideas around a theme</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y3 paragraphs.</p> <p>*Fronted Adverbials</p> <p>*Speech</p> </div>				<p>3. Suffixes 2</p> <p>Spell using the suffix –ation</p> <p>Spell using the suffix –ly</p> <p>Spell using the suffix –ous</p> <p>Spell words with endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 suffixes and Y3 Word families and prefixes</p> <p>* Y4 Suffixes 1</p> </div>						Assessments	