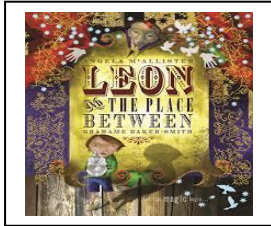
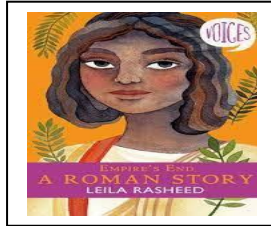
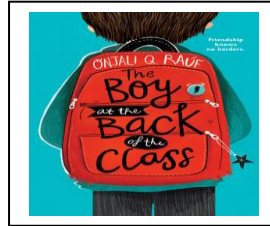
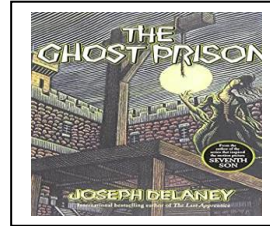
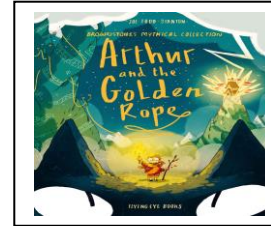
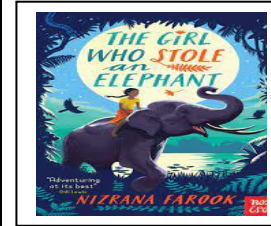


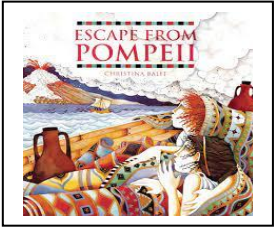
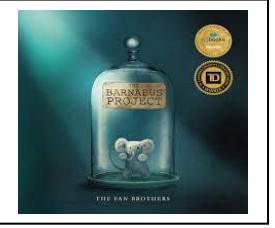
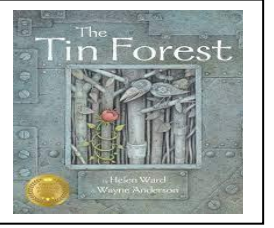


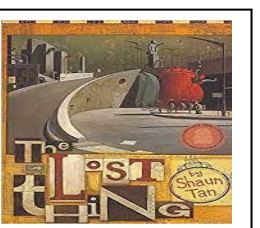
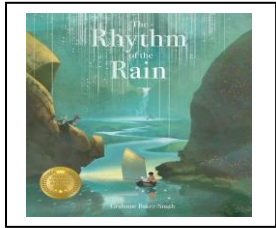
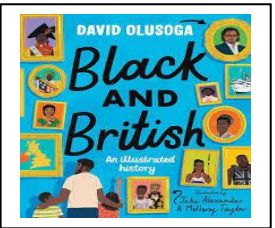
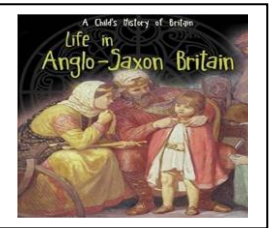
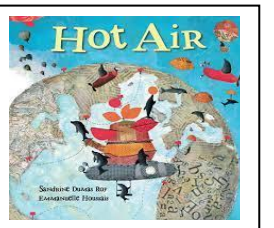
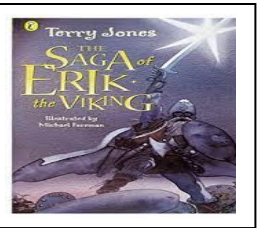



Southfields' long-term literacy planner – Year 4

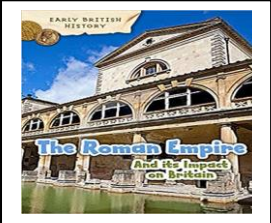

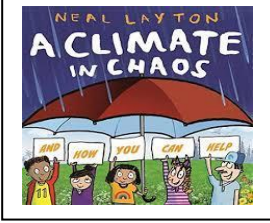
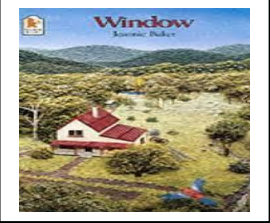
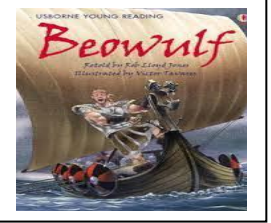



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction: Leon and the Place Between	Fiction: Empire's end. A Roman Story	Fiction: Boy in the Back of the Class	Fiction: The Ghost Prison	Fiction: Arthur and the Golden rope	Fiction: The Girl who stole an Elephant
					
Genre: Portal Story	Genre: Adventure Story	Genre: Contrasting Settings	Genre: Suspense	Genre: Graphic Novel / Mythical Quest	Genre: Adventure
Model Text:	Model Text:	Model Text:	Model Text:	Model Text:	Model Text:
Focus: Setting description	Focus: Characterisation	Focus: Sentence types	Focus: Figurative language	Focus: Punctuation	Focus: Plot development
Audience:	Audience:	Audience:	Audience:	Audience:	Audience:
Purpose:	Purpose:	Purpose:	Purpose:	Purpose:	Purpose:
Hook:	Hook:	Hook:	Hook:	Hook:	Hook:
Consolidation of Year 3 Toolkit:	Toolkit:	Toolkit:	Toolkit:	Toolkit:	Preparation for year 5 Toolkit:
<ul style="list-style-type: none"> Written in 3rd person 	<ul style="list-style-type: none"> Narrative which creates setting, 	<ul style="list-style-type: none"> Paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> Mainly written in past tense 	<ul style="list-style-type: none"> Fronted adverbials which include a comma 	<ul style="list-style-type: none"> Narratives and retellings are

<ul style="list-style-type: none"> • Present perfect form of verbs • Conjunctions to express time, place and cause e.g. when, before, after, while, so and because • Prepositions to express time e.g. before, after, during, in and because of • Repetition to create an effect • Descriptions developed through adverbials 	<p>character and plot</p> <ul style="list-style-type: none"> • Past tense • Nouns or pronouns used to avoid repetition • Inverted commas to punctuate direct speech • Expanded noun phrases 	<ul style="list-style-type: none"> • Apostrophes to mark singular and plural possession • Use nouns and pronouns to avoid repetition • Inverted commas to punctuate direct speech • Fronted adverbials which include a comma e.g. later that day, I heard the bad news, 	<ul style="list-style-type: none"> • Standard English forms for verb inflections • Fronted adverbials which include a comma e.g. Later that day, I heard the bad news • Short sentences to create suspense • Personification of the setting • Narrative which creates setting, character and plot 	<p>e.g. Later that day, I heard the bad news</p> <ul style="list-style-type: none"> • Question and exclamation sentences punctuated correctly • Reporting clauses come before and after direct speech • Vocabulary chosen to reflect the audience • Expanded noun phrases • Nouns or pronouns used to avoid repetition 	<p>written in past tense and 3rd person</p> <ul style="list-style-type: none"> • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward • Paragraphs begin with adverbials to link ideas • Use of nouns and pronouns to avoid repetition • Expanded noun phrases • Reporting clauses come before and after direct speech
<p>Sentence Types to be taught: Show not tell sentences 3 ed sentences Descriptions developed through adverbials Expanded noun phrases Many question sentences Ad, same ad sentences</p>		<p>Sentence Types to be taught: Double ly sentences Ad, same ad sentences Emotion comma sentences 3 ed sentences Similes, personification and metaphors Weather and light to reflect the mood</p>		<p>Sentence Types to be taught: 2 pairs sentences Description: detail sentences Similes, personification and metaphors Many question sentences Short sentences Difference between past and present tense</p>	
<p>Fiction Vocabulary:</p>	<p>Fiction Vocabulary:</p>	<p>Fiction Vocabulary:</p>	<p>Fiction Vocabulary:</p>	<p>Fiction Vocabulary:</p>	<p>Fiction Vocabulary:</p>

<p>Fiction Invention: Escape from Pompeii</p>	<p>Fiction Invention: The Barnabus Project</p>	<p>Fiction Invention: The Tin Forest</p>	<p>Fiction Invention: Before Sunrise</p>	<p>Fiction Invention: Viking Voyagers</p>	<p>Fiction Invention: The Lost Thing</p>
 <p>Genre: Portal Story</p> <p>A portal is discovered which takes the main character back to Pompeii.</p>	 <p>Genre: Adventure Story</p> <p>Story to continue from where Barnabus escapes to the outside world.</p>	 <p>Genre: Contrasting Settings</p> <p>Use the setting on the changing settings to form their own story.</p>	 <p>Genre: Suspense</p> <p>Literacy shed video which the children need to develop into a suspense story.</p>	 <p>Genre: Mythical Quest</p> <p>Using this text as a stimulus for a Viking quest story.</p>	 <p>Genre: Adventure</p> <p>Story to explore where the Lost Thing came from and where it may go.</p>
<p>Non-fiction: The Rhythm of the Rain</p>	<p>Non-fiction: Black and British</p>	<p>Non-fiction: Life in Anglo-Saxon Britain</p>	<p>Non-fiction: Hot Air</p>	<p>Non-fiction: The saga of Erik the Viking</p>	<p>Non-fiction: Viking Adventures</p>
 <p>Genre: Explanation Text</p> <p>Model Text:</p>	 <p>Genre: Journalistic/recount</p>	 <p>Genre: Discussion text</p>	 <p>Genre: Persuasive text</p>	 <p>Genre: Playscript</p> <p>Model Text:</p>	 <p>Genre: Instructions</p> <p>Model Text:</p>

<p>Audience:</p> <p>Purpose:</p> <p>Hook:</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Formal language • Organisational devices such as headings and subheadings • Conjunctions to express cause e.g. while, so, because • Clauses to add information • Questions to form titles and/or introductions. • Fronted adverbials punctuated with a comma 	<p>Model Text:</p> <p>Audience:</p> <p>Purpose:</p> <p>Hook:</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Plural and possessive S • Paragraphs ordered using headings and sub-headings • Co-ordinating and subordinating conjunctions • Expanded noun phrases • Direct and reported speech • Past and present perfect tense 	<p>Model Text:</p> <p>Audience:</p> <p>Purpose:</p> <p>Hook:</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Logical order with an introduction and conclusion • A series of contrasting points • Paragraphs organised using headings and sub-headings • Causal conjunctions • Use of pronouns and nouns to avoid repetition • Quotations and supporting evidence 	<p>Model Text:</p> <p>Audience:</p> <p>Purpose:</p> <p>Hook:</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Noun phrases • Emotive and often exaggerated language • Present tense • Fronted adverbials which use a comma • Formal and informal vocabulary choices (personal and direct) • Rhetorical questions 	<p>Audience:</p> <p>Purpose:</p> <p>Hook:</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Verb inflections • Scene description • Adverbs before dialogue to show how it should be spoken • Colons used after character names • Ellipses to indicate a pause or thought • Short sentences • Apostrophes to mark singular or plural possession 	<p>Audience:</p> <p>Purpose:</p> <p>Hook:</p> <p>Toolkit:</p> <ul style="list-style-type: none"> • Begin by stating the desired outcome or goal • Plural and possessive S • Imperative verbs • Fronted adverbials which use a comma • Final statement used for evaluating/ Concluding • Subordinate conjunctions
<p>Non-Fiction Vocabulary</p>	<p>Non-Fiction Vocabulary</p>	<p>Non-Fiction Vocabulary</p>	<p>Non-Fiction Vocabulary</p>	<p>Non-Fiction Vocabulary</p>	<p>Non-Fiction Vocabulary</p>

<p>Non-Fiction Invention: The Roman Impact on Britain</p>	<p>Non-Fiction Invention: Black History Month</p>	<p>Non-Fiction Invention: A climate in Chaos</p>	<p>Non-Fiction Invention: The Window</p>	<p>Non-Fiction Invention: Beowulf</p>	<p>Non-Fiction Invention: How to Invade a Town</p>
 <p>Genre: Explanation text</p> <p>Create an explanation text on the Romans in Britain.</p>	 <p>Genre: Journalistic/ recount</p> <p>Recount focusing on Black History Month events within the school or Coventry.</p>	 <p>Genre: Discussion text</p> <p>Climate based discussion text.</p>	 <p>Genre: Persuasive text</p> <p>Using the images of the changing landscape, create a persuasive text to stop destroying green areas.</p>	 <p>Genre: Playscript text</p> <p>Children to create a playscript for a section of Beowulf.</p>	 <p>Genre: Instructions</p> <p>Using topic as a stimulus, create a set of instructions for a new Viking about how to invade a town/country.</p>
<p>Poetry</p> <p>Nonsense poetry Text:</p>	<p>Poetry</p> <p>List poetry Text:</p>	<p>Poetry</p> <p>Performance poetry Text:</p>	<p>Poetry</p> <p>Free Verse Text:</p>	<p>Poetry</p> <p>Personification poetry Text:</p>	<p>Poetry</p> <p>Haiku and Cinquins Text:</p>
<p>Cross-Curricular Opportunities</p> <p>Topic :</p> <p>Book Links:</p>	<p>Cross-Curricular Opportunities</p> <p>Topic :</p> <p>Book Links:</p>	<p>Cross-Curricular Opportunities</p> <p>Topic : Saxons</p> <p>Book Links:</p>	<p>Cross-Curricular Opportunities</p> <p>Topic : Saxons</p> <p>Book Links:</p>	<p>Cross-Curricular Opportunities</p> <p>Topic : Vikings</p>	<p>Cross-Curricular Opportunities</p> <p>Topic : Vikings</p> <p>Book Links:</p>

Writing:	Writing:	Writing:	Writing:	Book Links: The Vikings daughter Writing:	Writing: Text:
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