



St Mark's Primary School English Medium Term Plan
Half Term: Autumn 1 Year group: 4

Our theme: Evolution					
Weeks	Reading Together text and key objectives	Spelling (in week of test)	Genre and key learning from NC	SPG objectives	Assessments
1	Stig of the dump (Y4KT) & Demon Dentist (Y4NJ) Retrieve and record information.	No test week 1	Recap Year 3 objectives	What makes a sentence? A or an. Conjunctions, adverbs and prepositions of time. Present perfect form of verbs.	
2	Stig of the dump (Y4KT) & Demon Dentist (Y4NJ)	Prefix super, sub, inter	Setting description of a hot/ dry place i.e. Egypt <ul style="list-style-type: none"> - Identify the audience and purpose of a piece of writing. - Draft and write by, in narratives, creating settings (characters and plot) 	Noun phrases expanded by Prepositions To use a range of prepositions to	

	Understand what they read, in books, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		<ul style="list-style-type: none"> - Using conjunctions, adverbs and prepositions to express time and cause (place, here) 	describe where things are in their setting Noun Phrases expanded by adjectives To use a range of exciting adjectives to describe the setting.	
3& 4	Stig of the dump (Y4KT) & Demon Dentist (Y4NJ) Identifying how language, structure, and presentation contribute to meaning	Prefix anti, non, auto	Non-chronological report about Egypt. <ul style="list-style-type: none"> - Identify the audience and purpose of a piece of writing (plus 'who am I?' Writing as if we're Egyptologists) - Draft and write by, in non-narrative material, using simple organisational devices (Headings and Subheadings) - Draft and write by organising paragraphs around a theme (separate info based on topic) 	Appropriate use of noun/ pronoun Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (i.e. use 'it' or 'they' instead of repeating phrases like 'the pyramids' etc.)	

		Prefix pre, de, re	<ul style="list-style-type: none"> - Using a wider range of conjunctions 	<p>Conjunctions Using 'when', 'if', 'because', 'although'</p>	
5	<p>Stig of the dump (Y4KT) & Demon Dentist (Y4NJ)</p> <p>Predict what might happen based on clues from the text.</p>	Prefix in, imp,imm	<p>Poetry linked to Ancient Egypt</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of (poetry) - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Assess the effectiveness of their own and others' writing and suggesting improvements - Recognising some different forms of poetry [for example, free verse, narrative poetry] 	<p>Noun phrases</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	
6	<p>Stig of the dump (Y4KT) & Demon Dentist (Y4NJ)</p> <p>Predict what might happen</p>	Suffix ing- two syllables	<p>Instructions on how to mummify an apple</p> <ul style="list-style-type: none"> - In non-narrative material, using simple organisational devices (numbered steps) 	<p>Imperative Verbs</p> <p>To use imperative verbs (bossy verbs) to inform the reader on what to do.</p>	

	based on clues from the text.		- Plan discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar		
7	<p>Stig of the dump (Y4KT) & Demon Dentist (Y4NJ)</p> <p>Identify words and phrases that capture the reader's interest and imagination and participate in discussions about them.</p>	Suffix en, er, ed- two syllables.	<p>Explanation Text linked to Ancient Egypt TBC (who Tutankhamun was)</p> <ul style="list-style-type: none"> • Reads independently, with understanding, and explains the meaning of words in context. • Summarises the main ideas across a text • Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocabulary and grammar. • Draft and write by composing and rehearsing sentences orally, progressively building a varied vocabulary and an increasing range of sentence structures • Organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) 	Use of nouns/ pronouns	