

Class 4 – English LTP Year A

Advent 1 – 7 weeks	Advent 2 – 7 Weeks	Lent 1 – 6 weeks	Lent 2 – 6 weeks	Pentecost 1 – 5 weeks	Pentecost 2 – 7 weeks
Ancient Islamic Civilisation	Electricity	Anglo Saxons, Vikings, and Settlements	Microorganisms and Living things	Circulation	Forces
Holes by Louis Sachar	The Wind in the Walls by Sally Gardner + Rovina Cai	High Rise Mystery by Sharna Jackson	The Sleeper and the Spindle	The last Wild by Piers Torday	The Templeton Twins Have an Idea by Ellis Weiner
Fiction Toolkit – Description/ setting	Fiction Toolkit – Opening and Ending	Fiction Toolkit - Dialogue	Fiction Toolkit – Dilemma	Fiction Toolkit - Suspense	Fiction Toolkit - Characterisation
Non-fiction Toolkit - Information text	Non-fiction Genre – Recount	Non-fiction Genre - Newspaper article	Non-fiction Genre – Discussion	Non-fiction Genre – Formal report	Non-fiction Genre – Opposing diary entries
Poetry The Tyger William Blake	Poetry WW1 Poetry Dulce et Decorum Est Wilfred Owen	Poetry	Poetry	Poetry George’s marvellous Medicine Pie Corbett Rapping	Poetry The Highwayman
Grammar Coverage					
<ul style="list-style-type: none"> • Revision of word types such as noun, adjective, verb, adverb etc • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases • Fronted adverbials • Use of paragraphs to organise around a theme • Appropriate use of pronouns and nouns within and across 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases • Fronted adverbials • Use of paragraphs to organise around a theme • Appropriate use of pronouns and nouns within and across sentences that aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] • Linking ideas across paragraphs using adverbials of time [for 	<ul style="list-style-type: none"> • Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] • Devices to build cohesion within a 	<ul style="list-style-type: none"> - Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision] - Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] [KS1/LKS2 Revision] 	<ul style="list-style-type: none"> • Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>] • Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] • Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for

<p>sentences that aid cohesion and avoid repetition</p> <ul style="list-style-type: none"> • Revision of determiners • Revision of possessive pronouns • Basic punctuation revision e.g., accurate use of full stops and capital letters • Use of a range of different sentence types such as: compound and complex sentences • Subordinate clause and main clause • Synonyms • Passive and Active voice • Relative clauses • Devices to build cohesion within a paragraph. 	<ul style="list-style-type: none"> • Revision of determiners • Revision of possessive pronouns • Using a wider range of punctuation such as: exclamation mark, question mark and commas • Use of a range of different sentence types such as: compound and complex sentences • Subordinate clauses and main clauses • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semicolons, colons or dashes to mark 	<p>example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Use of expanded noun phrases to convey complicated information concisely • Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] • How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>] (Y6) • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] (Y6) 	<p>paragraph [for example, then, after that, this, firstly]</p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her. • before] • Brackets, dashes or commas to indicate parenthesis. • Use of commas to clarify meaning or avoid ambiguity. • Use of expanded noun phrases to convey complicated information concisely. • How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6) • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] (Y6) 	<ul style="list-style-type: none"> - Verb prefixes [for example, dis-, de-, mis-, over- and re] - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Brackets, dashes or commas to indicate parenthesis - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] - Layout devices [for example, headings, sub- 	<p>example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Punctuation of bullet points to list information
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	boundaries between independent clauses			headings, columns, bullets, or tables, to structure text] - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	
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Spelling patterns

<p>Week 1 – able, ible, ably, ibly (Year 6 - Block 1 – lessons 5, 6 + 7) (Year 5 – Block 1 – lesson 9, 10 + 11)</p> <p>Week 2 – ‘ough’ spellings (Year 6 – Block 3 – lessons 1, 2 + 3) (Year 5 – Block 1 – Lessons 2, 3 + 4)</p> <p>Week 3 – Silent Letters (Year 6 revision) (Year 5 – Block 1 – lessons 5, 6 + 7)</p> <p>Week 4 – Homophones (Year 6 – Block 3 – Lessons 5, 6 + 7) (Year 5 – Block 1 – lessons 12, 13 + 14)</p> <p>Week 5 -- Suffixes (Year 6 – Block 1 – Lessons 8, 9 + 10) (Year 5 – Block 6 – Lessons 7, 8 + 9)</p>	<p>Week 1 - adding ‘-s’, ‘-es’ and ‘-ies’ (Year 5 – Block 2 – lesson 4) Year 6 – applying spelling rule onto statutory words.</p> <p>Week 2 – Homophones (Year 5 – Block 3 – Lessons 12, 13 +14) (Year 6 – Block 2 – Lessons 4, 5 + 6)</p> <p>Week 3 – Use of the hyphen (Year 5 – Block 2 – Lessons 7, 8 +9) Year 6 revision</p> <p>Week 4 – Word endings ‘-cious’ and ‘-tious’ (Year 6 Block 2 – Lesson 9, 10 + 11)</p> <p>Week 5 – Rare GPCs (Year 5 – Block 3 – Lessons 5, 6 + 7) (Year 6 – Block 5 – Lessons 1, 2 + 3)</p>	<p>Week 1 – ‘-cial’ and ‘-tial’ (Year 6 – Block 3 – Lessons 7, 8 + 9)</p> <p>Week 2 – Building words from root words. (Year 5 – Block 4 – Lessons 7, 8 + 9) (Year 6 – Block 5 – Lessons 13 + 14)</p> <p>Week 3 – words ending in ‘ant’ ‘-ance’ and ‘-ancy’ Year 6 – Block 5 – Lessons 8, 9 +10)</p> <p>Week 4 – ‘ei’ and ‘ie’ words (Year 5 – Block 4 – Lessons 13, 14 + 15) Year 6 revision</p> <p>Week 5 – Prefixes (Generating words) (Year 6 – Block 3 – Lesson 13) (Year 6 – Block 4 – Lessons 11 +12)</p>	<p>Week 1 – Words ending in ‘ent’, ‘-ence’ and ‘-ency’ (Year 6 – Block 6 – Lessons 7, 8, 9 + 10)</p> <p>Week 2 – Homophones (Year 6 – Block 6 – Lessons 14, 15 + 16) (Year 5 – Block 4 – Lesson 10)</p> <p>Week 3 – Apostrophes for contractions and possession (Year 5 – Block 2 – Lesson 5) (Year 5 – Block 3 – Lesson 2) Year 6 revision</p> <p>Week 4 – Homophones (Year 5 – Block 6 – Lessons 13, 14 + 15) Year 6 revision</p> <p>Week 5 – Statutory spellings</p>	<p>Week 1 – Etymology (Year 5 – Block 1 – Lesson 8) (Year 5 – Block 3 – Lesson 8) (Year 5 – Block 5 – Lessons 9)</p> <p>Week 2 – Etymological and morphological strategies for spellings. (Year 5 – Block 5 – Lessons 5 + 6)</p> <p>Week 3 – Homophones (Year 5 – Block 6 – Lessons 10 + 11)</p> <p>Week 4 – Statutory Spellings</p>	<p>Revision of spelling identified from gap analysis.</p> <p>Continued work on statutory spelling</p>
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Week 6 - Statutory spellings practice	Week 6 - Statutory spelling practice	Week 6 - Statutory Spellings				
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Handwriting Progression

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