



English long-term plan 2022-23

Milestone 2: Year 4

Intent:

At Reynolds Academy, we believe that writing is an essential aspect of the curriculum which will support our children in developing into articulate and imaginative communicators, who are well-equipped with the basic skills that they need in order to become life-long learners. Through the exploration of high-quality texts, pupils from Foundation Stage through to Year 6 become increasingly more knowledgeable about the writing process and become more competent writers. The children develop their skills by exploring a range of genres; building upon their knowledge linked to a chosen text type. In order to achieve this, our children develop their knowledge of genre features, language and effective composition enabling them to apply their understanding across the English curriculum and into other curriculum areas. There are opportunities in other curriculum areas for the children to revisit previously taught units of writing. Through the editing and revising process, we encourage our children to be reflective learners and to have high expectations of their own writing. As the children reach the end of their time at Reynolds Academy, our aim is that they are competent, enthusiastic writers who have the ability to turn their voices, thoughts, knowledge, opinions and artistry into powerful writing.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Text focus	The Nowhere Emporium		The Railway Children		Charlie and the Chocolate Factory	
English	Non-Fiction - Non-chronological report – Leaflet Persuasive leaflet – The Marvellous Mighty sword Persuasive Leaflet – Turkish Delight Poetry – Free Verse - Always Winter, Never Christmas! Children to write poems about Snow and their own version of Always Winter, Never Christmas! Narrative - Setting Description Describe Narnia, The White Witch’s castle or Mr Tumnus’ cave. Narrative - Adventure Story -based on text. Re-write parts of the story from the White Witch’s point of view before choosing another character’s view.		Non-Fiction - Recount – Letter Letters from the children to their parents about their new lives. Poetry – Structured Poems - From a railway Carriage by Robert Louis Stevenson Poem describing the sights from the railway carriage, the train and the steam. Narrative - Setting Description Description of when the train arrives at the station and descriptions of the different landscapes and landmarks they see. Narrative - Playscripts – based on a diary from one of the children. Rewrite the start of the story as a playscript. Write a playscript of the part with the red flag.		Non-Fiction - Biography Biography of Roald Dahl and Willy Wonka Poetry – Free Choice Poems about chocolate and sweets based on the descriptions in the book and own tasting experiences. Narrative - Setting description Write a description of the chocolate room and of a different sweet making room. Narrative – Rags to Riches Story Tell part of the story from Charlie’s point of view. Tell a different part of the story from another character’s point of view.	