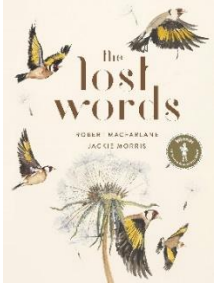
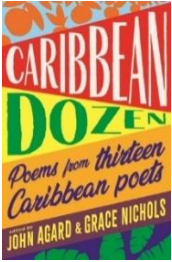
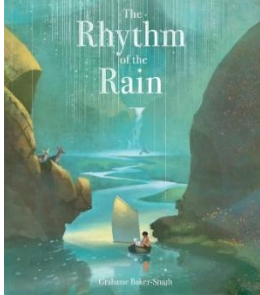
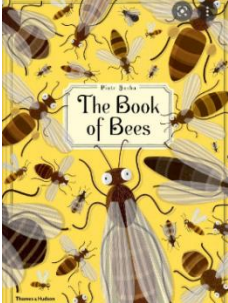
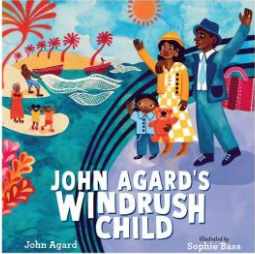
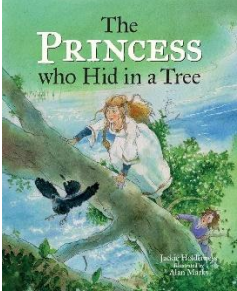
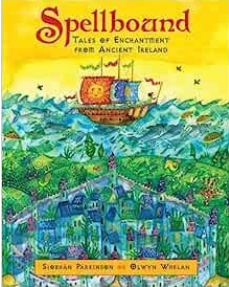
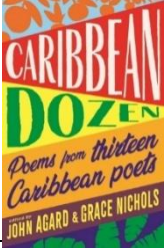


St Thomas More English Reading and Writing Long Term Curriculum Plan linked to High Quality Texts



Year 4 Science History Geography	Autumn 1 Group and classify living things Data Collection A Rivers	Autumn 2 States of Matter Roman Britain	Spring 1 Sound Data Collection B Migration	Spring 2 Electricity Local History Anglo Saxons	Summer 1 Data Collection C Habitats Natural Resources	Summer 2 Digestive System Food chains Vikings
Read Aloud/Reading for Pleasure (novel) 15-20minutes each day May inform writing. May link to wider curriculum					Theme: Portal Stories	
Core Text for Writing Main Purpose: Text Based Planning May link to wider-curriculum		Theme: Foundling The Psammead <i>Five Children and It</i> by E. Nesbit Opening Doors to Quality Writing, age 6-9, Unit 15, p163-176: Key Concept: Building drama		Theme: Foundling <i>Over the Hills and Far Away</i> by Hilary McKay and <i>Blackberry Blue</i> by Jamilla Gavin Opening Doors to a Richer English Curriculum, Unit 8 p113-140 Key Concept: Inference through Setting		

Poetry to read out loud and perform May link to wider curriculum, may be used as writing stimulus	<i>The River</i> by Valerie Bloom			<i>Homework! Oh Homework!</i> By Jack Prelutsky	<i>Witches Chant</i> from Macbeth	
Stories and Non Fiction that may support wider curriculum, and/or provide writing opportunities for English			 			Theme: Portal Stories <u>Shadow in a Drawer</u> <i>Peter Pan</i> by JM Barrie Opening Doors to a Richer English Curriculum, Unit 12 p181-194 Key Concept: Building Drama
Audience For Writing	Zoologists and explorers	Children in Year 3	Family back home	Key Stage One	The Noble Dukes and Barons of Scotland	Young Children all around the world
Purpose for Writing - Entertain - Discuss - Persuade - Inform	Inform: Non-Chronological report about a fantasy creature from the Tin Forest (4 weeks) Entertain: Description of the Tin Forest with a focus on figurative language (simile, metaphors personification (2 weeks))	Entertain: Narrative involving a fantasy 'Sand-Creature' encounter inspired by E Nesbit with character description and dialogue (4 weeks) Entertain: Poems inspired by the Lost Words (2 weeks)	Inform: Biography of Floella Benjamin (3 weeks) Entertain: Informal diaries and letters describing migration to a new country (2 weeks) Entertain: Poem inspired by Wind by Dionne Brand (1 week) – in preparation for	Entertain: Foundling Fairy tale story with character and setting description and dialogue (4 weeks) Inform: Who was the Princess who hid in a tree? (2 weeks) Entertain: Perform Wind by Dionne Brand World Poetry Day 21.3.27	Persuade: Lady Macbeth's letter to her husband (2 weeks) Discuss: Speech writing: Macbeth Hero or Villain? (3 weeks)	Inform: Newspaper report about the stolen artefacts from the Brownstone family vault (3 weeks) Entertain: Arthur and the Narrative story inspired by Arthur and the Golden Rope

	Entertain: River Poem with personification inspired by Valerie Bloom National Poetry Day performance 1.10.26 (1 week)		World Poetry Day in term 4			including dialogue (3 weeks)
Assessed piece	Inform: Non-Chronological report about a fantasy creature from the Tin Forest	Entertain: Narrative involving a fantasy ‘Sand-Creature’ encounter inspired by E Nesbit with character description and dialogue	Inform: Biography of Floella Benjamin	Entertain: Foundling Fairy tale story with character and setting description and dialogue	Discuss: Macbeth – Hero or Villain?	Inform: Newspaper report about the stolen artefacts from the Brownstone family vault
VIPERS	Rivers	The Romans	Female Scientists	Anglo Saxons	The Human Body	Vikings
Additional Quality Texts and Poems for Reading Comprehension and Reading fluency practice. May inspire writing	<i>The Wind in the Willows</i> by Kenneth Grahame <i>A River</i> by Marc Martin	<i>November Evening</i> by Gerald Bullett	<i>The Sound Collector</i> by Roger McGough 	<i>Please Sir</i> by Peter Dixon	<u>I pulled a Hummingbird</u> <u>Out of the Sky</u> <i>Wind</i> by Dionne Brand Opening Doors to a Richer English Curriculum, Unit 1, p17-33 Key Concept: Personification	<i>Let’s give a cheer for Onomatopoeia</i> by John Foster