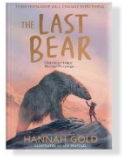
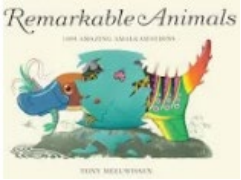
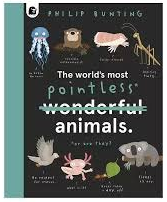
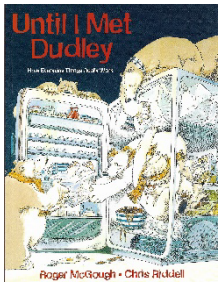
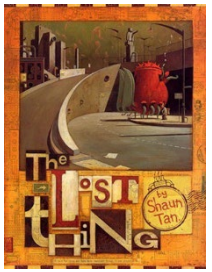
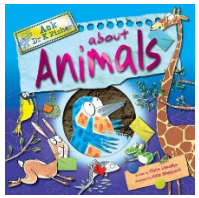
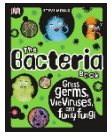
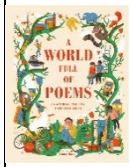
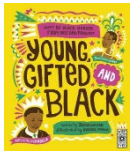
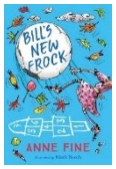
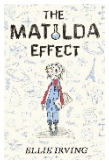
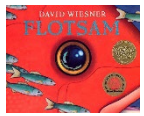
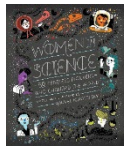
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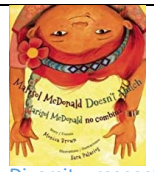
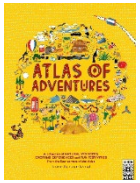
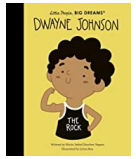
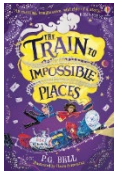
Year 4 Long term literacy plan 2026-27

	Autumn 1 (7.5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Previous year group texts for review and progression of skills: **Narrative** • Jack and the Dreamsack – Laurence Anholt • Leon and the Place Between – Angela McAllister • Mimi and the Mountain Dragon – Michael Morpurgo • Blue John – Berlie Doherty • George and the Dragon – Chris Wormell • The Secret of Black Rock – Joe Todd-Stanton **Non-fiction** • Ask Dr K Fisher – Animals • Book of Bones • Stone Girl, Bone Girl	 **The wild Robot (3 weeks)** **Narrative – Developing setting and character** **Outcome: Create a dangerous setting and character description to hook the reader. Target audience Mrs Jackson and Mr Buckeridge.** **Poem (2 weeks)** **The Sound Collector** **Outcome: Create a poem to read to Year 3. Target audience 7-8 Years** **Don't – Michael Rosen + The Jabberwocky – Lewis Carroll (1 week)**	 **The Last Bear – Hannah Gold (1 week) Text familiarisation and model for setting descriptions and tension building.** **Literacy Shed – The Ghost Of Pere La Chaise (2 weeks)** **Narrative – Developing setting and character** **History fact file – Howard Carter (2 weeks)** **Young Writers competition (1 week) Narrative** **Outcome: Enter a short story narrative to be judged. Rotaru Club**	  **Remarkable Animals and The World's Most Pointless Animals (3 weeks)** **Information text** **Outcome: Create a new creature and write an information text about it. Target audience: Exmoor Zoo notifying them of a new breed of animal.** **Geography – Persuasive Text to visit the Eden Project (2 weeks)** **Outcome: Create a persuasive text on why Year 4 children should go to the Eden Project.**	 **Until I met Dudley – Roger McGough (4 weeks)** **Outcome: instructions** **School Creative Writing Competition. All year groups to spend 1 week free writing around a theme.**	**The Lost Thing – Shaun Tan (4 weeks)** **Narrative – fantasy – Diary entry**  **Outcome: Fantasy short story about an unusual creature – theme of friendship. Audience – Year 2** **The Iron Man – Ted Hughes (4 weeks)** **Narrative – Newspaper report**  **Outcome: Create a newspaper article about**	 **A River - Marc Martin(2 weeks) Poetry** **Outcome: setting description – can the partner draw it**  **Ask Dr Fisher about Animals (2 weeks)** **Information text – letter** **Outcome: Write a letter and reply for an animal problem. Audience:** RE - Significant events – comparison (1 week)

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	Performance poetry –  **Outcome: Perform to parents**				**the sighting of the Iron Man**	
Grammar content overview	The Wild Robot: • Personification • Repetition • Direct Speech The Sound Collector: • Onomatopoeia • Repetition • Simple sentences • Noun phrases	The Last Bear • Expanded noun phrases • Personification • Similes • Pathetic Fallacy History Fact File • Organisational devices (headings/subheadings) • Relative Clauses • Parenthesis	World's most Pointless Animals • Parenthesis • Varied sentence structure • Informal to speak to the audience • Technical vocabulary Geography Persuasive Text • Powerful adjectives • Repetition • Direct address • Modal verbs • Alliteration	Until I met Dudley • Fronted adverbials • Imperative verbs • Varied sentence length • Rhetorical question • Powerful verbs	The Lost Thing: • Varied sentence length • Expanded noun phrases • Poweful verbs • Fronted adverbials **The Iron Man** • Direct speech • Fronted adverbials • Puns • Alliteration	A River: • Expanded noun phrases • Sensory description • Varied sentence length **Dr K Fisher** • Subordinate clause • Rhetorical question • Fronted Adverbials
Core Story time Texts (Reading spine)	 The Bacteria Book - *Steve Mould* Cross curricular link: science Interactive text  A World Full of Poems - *Michelle Heindenrich Barnes* Race Age	 Secrets of a Sun King - *Emma Carroll* Belief (religion) Race Set in another time  Spiderwick Chronicles - *Tony DiTerlizzi* Archaic language Significant author	 Young, Gifted and Black - *Jamia Wilson and Andrea Pippins* Age Gender Religion BAME Non-fiction Cultural capital	 Bill's New Frock- *Anne Fine* Gender Stereotyping Significant author  The Matilda Effect - *Ellie Irving* Equality Stereotypes Age	 Flotsam - *David Wiesner* Environment Picture book (oracy)	 The Legend of Podkin One Ear - *Kieran Larwood* Disability Adventure  Women in Science: 50 Fearless Pioneers Who Changed the World - *Rachel Ignotofsky*

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	 **Marisol Mcdonald doesn't match** *Monica Brown* Diversity, respect, confidence  **Ossiri and the Bala Mengro** Richard O'Neill Traveller culture, diversity	 The proudest Blue Ibtihaj Muhammad Diversity, religion, respect	 Atlas of Adventures - *Lucy Letherland* Religion Historical  **What Wesley wore** Samuel Langley-Swain Difference, respect	 **Dwayne Johnson** Little People big dreams Equality, stereotypes, families	 The Train to Impossible Places - *P.G Bell and Flavia Sorrention* Race Diversity (BAME) Magical  **Worm loves worm** JJ Austnian Relationships, families, respect  Beware of the Story Book Wolves – Lauren Child Traditional tale	Gender Race Religion Science Non-fiction Cultural capital  **The Silence Seeker** Ben Morley Diversity, refugees, other cultures
Teaching Reading Core texts **Fluency trial texts**	The Rhythm of the Rain – Grahame Baker-Smith (fiction, picture book) ✓ Use dictionaries to explain the meaning of words they read ✓ Give or explain the meaning of words in context ✓ Identify and/or explain how meaning is enhanced through choice of words and phrases	The Great Phoenix of London – Lindsay Galvin (Historical Fiction) ✓ Retrieve and record information or key details from fictions and non-fiction ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	(2) Extracts – Wild in the Streets – Marilyn Singer (Poetry) ✓ Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives	Sky Circus – Peter Bunzl (Fiction) ✓ Predicting what might happen based on details stated and implied ✓ Summarise main ideas from more than one paragraph (sequencing)	Poetry – The River Valerie Bloom ✓ Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and	The Scream of the Whistle – Emily Randall Jones ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Skunk and Badger – Amy Timberlake

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	Dragons at Crumbling Castle – Terry Pratchett (fiction, fantasy) ✓ Give or explain the meaning of words in context ✓ Retrieve key details from fiction Indian in the Cupboard – Lynne Reid-Banks (fiction, fantasy) ✓ Retrieve and record information or key details from fictions and non-fiction ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	The Haunting of Fortune Farm- Sophie Kirtley ✓ Predicting what might happen from details stated and implied ✓ Retrieve and record information from non-fiction	from their actions, and justifying inferences with evidence (3) Brightstorm – Vashti Hardy (fiction, adventure, chapter book) ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	The Last Bear – Hannah Gold (Fiction) ✓ Retrieve and record information or key details from fictions and non-fiction ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ Summarise main ideas from more than one paragraph (sequencing) Rooftoppers Retrieve and record information or key details from fictions and non-fiction ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ Summarise main ideas from more than one paragraph (sequencing)	justifying inferences with evidence Percy Jackson and the Lightning Thief - Riordan Retrieve and record information or key details from fictions and non-fiction ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ Summarise main ideas from more than one paragraph (sequencing)	✓ Identify how language, structure and presentation contribute to meaning The Boy at the Back of the Class – Onjali Q Rauf Retrieve and record information or key details from fictions and non-fiction ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ Summarise main ideas from more than one paragraph (sequencing)

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	✓ Identify themes and conventions in a wide variety of books and make comparisons between texts. ✓ Discuss words and phrases that capture the readers' interest and imagination. ✓Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ✓ Asks questions to improve their understanding of a text. ✓ Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.					
Additional recommended texts	**Agent Zaiba Investigates** - *Annabelle Sami* (age, narrative, adventure) **The Borrowers** – *Mary Norton* (disability, fantasy, reading for pleasure) **The Brilliant Word Of Tom Gates** – *Liz Pichon* (friendship, humour) **Danger is Everywhere** – *David O'Doherty* (ethics/values, narrative, fantasy) **Dragons at Crumbling Castle** – *Terry Pratchett* (ethics/values) **The Explorer** – *Katherine Rundell* (age, adventure) **Explorers Amazing Tales of the World's Greatest Adventures** – *Nellie Huang and Jessamy Hawke* (Gender, religion, race and world religion) **The Girl who Stole an Elephant** – *Nizrana Farook* (race, religion, human rights, around the world) **The Griffingate** – *Vashti Hardy* (gender, age, family, fantasy) **How to Train your Dragon** – *Cressida Cowell* (belief, disability, empathy) **The Hundred Mile an Hour Dog** – *Jeremy Strong* (narrative, reading for pleasure) **Krindlekrax** – *Phillip Ridley* (coming-of-age, fantasy, adventure) **The Land of Roar** – *Jenny McLachlan and Ben Mantle* (coming-of-age, fantasy. Adventure) **Stig of the Dump** – *Clive King* (age, beliefs, traditional story) **Stitch Head** – *Guy Bass* (belief, disability, adventure, exposing to new text) **Viking Voyagers** – *Jack Tite* (gender and religion/belief, historic, culture) **Spiderwick Chronicles** – *Tony Diterlizzi and Holly Black* (fantasy, adventure, family) **Michael Rosen's A-Z** – *Michael Rosen* (poetry, significant author) **The Magic Box** – *Kit Wright* (poetry, significant author) **Riding a Lion** – *Coral Rumble* (poetry, reading for pleasure) **Spaced Out** – *Brian Moses and James Carter* (poetry, environment, space) **Dear Ugly Sisters and other poems** – *Laura Mucha* (gender, poetry, human rights, nature) **Werewolf Club Rules** – *Joseph Coelho* (poetry, friendship and family) **Me and My Alien Friend** – *Ed Boxall* (race, poetry, friendship and bereavement) **Saturdays at the Imaginarium** – *Shauna Darling Robertson* (broadening reading range, nature)					
Subject specific texts	DK Find Out Egypt Ancient Egypt (History) The Rhythm of the Rain – Grahame Baker-Smith States of Matter (Science)	What sound is morning? – Grant Snider Sound (Science) The Sonam and the Silence – Eddie Ayres Sound (Science)	DK Find Out Romans The Romans (History) Food Chains – who eats what? – Sam Hutchinson Animals including Humans (Science)	Oscar and the Bird – Geoff Waring Electricity (Science)	The Promise – Nicola Davies Living things and their Habitats (Science) How to Help a Hedgehog – Jess French	

	The Story of Snow – Mark Cassino States of Matter (Science)				Living things and their Habitats (Science) The Big Book of Beasts – Yuval Zommer Living things and their Habitats (Science)	
Handwriting	Pupils will be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					