

English Long Term Plan Nightingale 2026-2027

Nightingale	Autumn 1 Dreams & Ambitions	Autumn 2 Britain through the ages	Spring 1 Extreme Earth	Spring 2 Investigating Places	Summer 1 A Journey Through Time	Summer 2 Around the World
Topic Focus	Harriet Tubman and the Atlantic Slave Trade	Anglo-Saxons & Vikings	Natural Disasters	Biodiversity	Leisure and Entertainment	South America
Suggested Texts	Rock, Paper, Scissors (Literacy Shed animated film) Come to England Floella Benjamin	Beowulf Michael Morpurgo	Flood by Alvaro Villa Tsunami by Kimiko Kajikawa	Tiger Tiger by William Blake Running Wild by Micheal Morpurgo	The Lego Story (Literacy Shed animated film) Shakespeare – A Midsummer Night’s Dream	Ada’s Violin
Writing Outcomes	Story with a detailed setting and strong character Biographies and Autobiographies	Historical Story Newspaper reports	Compare and contrast essay Picture books	Narrative poems Persuasive leaflets	Alternative ending to a story. Playscripts	Chronological Reports Persuasive texts

Writing – composition

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - precisising longer passages

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- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices and to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Reading – Word reading	Writing – transcription (spelling)	Writing – vocabulary, grammar and punctuation
• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	• spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words	• develop their understanding of the concepts set out in English Appendix 2 by: ○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ○ using the present perfect form of verbs in contrast to the past tense ○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ using conjunctions, adverbs and prepositions to express time and cause ○ using fronted adverbials ○ learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: ○ using commas after fronted adverbials ○ indicating possession by using the possessive apostrophe with plural nouns ○ using and punctuating direct speech • develop their understanding of the concepts set out in English Appendix 2 by:

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	• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.	○ 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 the perfect form of verbs to mark relationships of time and cause ○ using expanded noun phrases to convey complicated information concisely ○ using modal verbs or adverbs to indicate degrees of possibility ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ○ learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: ○ using commas to clarify meaning or avoid ambiguity in writing ○ using hyphens to avoid ambiguity ○ using brackets, dashes or commas to indicate parenthesis ○ using semi-colons, colons or dashes to mark boundaries between independent clauses ○ using a colon to introduce a list ○ punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
Reading – comprehension	Writing – transcription (handwriting)	English Appendix 2: Vocabulary, grammar and punctuation
• develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read	• 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] •	Word: ○ The grammatical difference between plural and possessive –s ○ Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] ○ ○ Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]

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• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate 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. • maintain positive attitudes to reading and understanding of what they read by: ○ continuing to read and discuss an increasingly wide range of fiction, poetry,	• write legibly, fluently and with increasing speed by: ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task.	○ Verb prefixes [for example, dis-, de-, mis-, over- and re-] Sentence: ○ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) ○ Fronted adverbials [for example, Later that day, I heard the bad news.] ○ 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] Text Text: ○ Use of paragraphs to organise ideas around a theme ○ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition ○ Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ○ 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] Punctuation: • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials ○ Brackets, dashes or commas to indicate parenthesis ○ Use of commas to clarify meaning or avoid ambiguity
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plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ○ recommending books that they have read to their peers, giving reasons for their choices ○ identifying and discussing themes and conventions in and across a wide range of writing ○ making comparisons within and across books ○ learning a wider range of poetry by heart ○ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ● understand what they read by: ○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ asking questions to improve their understanding ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		
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○ identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views.				
Spoken Language				
Listen carefully and understand: • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation.	Develop a wide and interesting vocabulary: • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.	Speak with clarity: • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud.	Tell stories with structure: • Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out.	Hold conversations and debates: • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative.
Listen carefully and understand: • Understand how to answer questions that require more than a yes/no or single sentence response.	Develop a wide and interesting vocabulary: • Use adventurous and sophisticated vocabulary.	Speak with clarity: • Vary the length and structure of sentences.	Tell stories with structure: • Narrate detailed and exciting stories.	Hold conversations and debates: • Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points.

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• Recognise and explain some idioms. • Understand irony (when it is obvious).	• Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.	• Ask questions and make suggestions to take an active part in discussions. • Comment on the grammatical structure of a range of spoken and written accounts.	• Use the conventions and structure appropriate to the type of story being told. • Interweave action, character descriptions, settings and dialogue.	• Offer alternative explanations when others don't understand.
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Year 4 specific objectives