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| Year 4 | Autumn 1Topic: Robots Assemble  | Autumn 2Topic: Saxons  | Spring 1Topic: Let the Games begin (The Greeks)  | Spring 2Topic: Let the Games begin (The Greeks) | Summer 1Topic: Survival  | Summer 2Topic: Survival  |
| Class reader | The Wild Robot (6 weeks)  | The Wild Robot (3 weeks)War of the worlds (4 weeks) | Picture book : Alice in Wonderland (2 weeks) Poetry: Midnight Feasts, 101 Poems chosen for Children, Fire burn cauldron bubble (2 weeks) Non-fiction: ‘And you think you have it bad’ and ‘DK eyewitness Ancient Greeks’ (2 weeks) | Non-fiction book awards (1 week)The Firework makers daughter (4 weeks) | Ice trap (2 weeks)Odd and the Frost Giants (4 weeks) | The Polar bear explorer’s club(4 weeks)Everest: The remarkable story of Edmund Hillary and Tenzing Norgay(2 weeks) |
| Main text driver | The Robot Ate My Homework (Short Video Clip)The Lost Things  | The Lost thingsWar of the worldsFlanimals | Myths and Legends* Pandora
* Minotaur and the maze
* Icarus
 | JabberwockeyUnspokenTar Beach (short text) | Odd and the Frost Giants Greta and the Giants | Shackleton’s Journey |
| Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics) | The lost thing video clip | The shirt machine video clipFantastic beastsFilm clip from Harry Potter (Cornish Pixies)Argos Christmas Joker advert  | Verbal Greek Myths:-Pandora’s Box- Theseus and the Minotaur Jabberwocky poemPercy Jackson film clip | Extracts to convey tensionPersuasive leaflets  | Letters (formal and informal)Story extracts Shackleton clipsPoem examplesTiger Tiger  | Nonsense language Story extracts A range of non-fiction texts |
| Purpose and audienceForm | Scene setting- childrenAgony aunt letter- character from the book Short narrative- young childrenLost and found poster- general public  | Explanation- reader of the bookRecountSetting description (inc tension building)Character descriptions | Character description- children Story ending- children Diary entries from different perspectives- characterNews bulletin- general public Informal non-chronological report   | Short narrative- older children Summary- the readerInformal letter- character in the text Additional story scene- the readerShort dialogue- the readerPersuasive text- the general public Recount- the reader Story section- the reader Thought tracking- character from the storyWriting exemplar models  | Formal letter- the general public Recount from unique perspective Instruction examples (feature driven)Writing exemplar models Instructions- readerPoem- readerMotivational speeches- the crew | Information leaflet- adventurers/ travellersCharacter description- the general public Story – children News bulleting- local residents Characters voice – contrasting viewsDebate Letter with clear perspectiveStory – characters perspective |
| Grammar opportunities | Simple sentencesCompound sentences and conjunctions (contrasting conjunctions)ContractionsComplex sentences Word class revision (nouns, adjectives, verbs, adverbs etc…)Prepositional phrases Expanded noun phrasesRevision of fronted adverbials SpeechRhetorical questions | Revision of word classes including pronouns Rhetorical questions Causal conjunctionsWriting perspectives (1st person and 3rd person)Revision of sentence structure (including embedded clauses)Tenses Brackets Text structure and cohesionImperative verbsPrepositions of time **GD**Dashes (challenge group)Hyphens Cohesive devices  | Figurative language PrefixesLanguage to convey tension Language for effect (challenge)Ellipsis Phrases and clauses Rules of speech Embedded clausesSynonyms Informal tone Recap of word classes and phrasesParenthesis (challenge) First personMaintaining Tense  | Formal language CohesionRevision of sentence structures Author’s style and purpose First person voice Figurative languageModal verbs Language to suit the purpose  | Revision of weak areas as identified from assessments.Word classification Prefixes Figurative language Powerful vocab choices Comparative conjunctions Adverbials Paragraphing Modal verbs Persuasive apostrophe Contrasting conjunctionsSpeech punctuation  |
| **KPIs covered** |
| **Phase 1**  | * Discusses and records ideas using planning structures/ vocabulary and grammar from similar writing types
* Progressively builds a varied and rich vocabulary and uses an increasing range of sentence structures
* Organises paragraphs around a theme (Using change of theme, place or time)
* In narratives, creates settings, characters and plots
* In non-narratives, uses simple organisational devices
* Proof-reads for spelling and punctuation
* Extends the range of sentences with more than one clause using a wider range of conjunctions, including when, if, although, because
* Chooses nouns or pronouns for clarity and cohesion
* Uses conjunctions, adverbs and prepositions to express time and cause
* Uses the standard English forms for verbs
* Reading
* Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met
* Develops 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 and giving reasons why they like or dislike what they have read.
* Predicts what might happen from details stated and implied
* Checks that the text makes sense to the individual, discussing their understanding and explaining the meaning of words in context and asking questions to improve their understanding
* Retrieves and records information from non-fiction
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| **Phase 2** | * Edits and evaluates by proposing changes to grammar and vocabulary.
* Improves cohesion through an accurate use of pronouns in a sentence
* Assesses effectiveness of their own and other’s writing
* Uses prepositional phrases and noun phrases expanded by the addition of adjectives
* Uses inverted commas and other punctuation to indicate direct speech
* Uses fronted adverbials
* Writes with increased and consistent legibility
* Reading
* Fluency and confidence in reading unfamiliar texts
* Identifies how language, structure and presentation contribute to meaning
* Uses dictionaries to check the meaning of words that have been read
* Identifies main ideas drawn from more than one paragraph and summarises these
* Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifies inferences with evidence
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| **Phase 3**  | * Understands the difference between the plural and possessive; places the possessive apostrophe accurately in words with regular plurals and words with irregular plurals
* Uses Year 4 spelling rules to accurately spell words from the year 4 list
* Writes from memory simple sentences dictated by the teacher that includes words taught so far
* Reading
* Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word
* Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* Identifies themes and conventions in a wide range of books
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