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| Year 4 | Autumn 1  Topic: Robots Assemble | Autumn 2  Topic: Saxons | Spring 1  Topic: Let the Games begin (The Greeks) | Spring 2  Topic: Let the Games begin (The Greeks) | | Summer 1  Topic: Survival | Summer 2  Topic: 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 things  War of the worlds  Flanimals | Myths and Legends   * Pandora * Minotaur and the maze * Icarus | Jabberwockey  Unspoken  Tar 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 clip  Fantastic beasts  Film clip from Harry Potter (Cornish Pixies)  Argos Christmas Joker advert | Verbal Greek Myths:  -Pandora’s Box  - Theseus and the Minotaur Jabberwocky poem  Percy Jackson film clip | Extracts to convey tension  Persuasive leaflets | | Letters (formal and informal)  Story extracts  Shackleton clips  Poem examples  Tiger Tiger | Nonsense language  Story extracts  A range of non-fiction texts |
| Purpose and audience  Form | Scene setting- children  Agony aunt letter- character from the book  Short narrative- young children  Lost and found poster- general public | Explanation- reader of the book  Recount  Setting description (inc tension building)  Character descriptions | Character description- children  Story ending- children  Diary entries from different perspectives- character  News bulletin- general public  Informal non-chronological report | | Short narrative- older children  Summary- the reader  Informal letter- character in the text  Additional story scene- the reader  Short dialogue- the reader  Persuasive text- the general public Recount- the reader  Story section- the reader  Thought tracking- character from the story  Writing exemplar models | Formal letter- the general public  Recount from unique perspective  Instruction examples (feature driven)  Writing exemplar models  Instructions- reader  Poem- reader  Motivational speeches- the crew | Information leaflet- adventurers/ travellers  Character description- the general public  Story – children  News bulleting- local residents  Characters voice – contrasting views  Debate  Letter with clear perspective  Story – characters perspective |
| Grammar opportunities | Simple sentences  Compound sentences and conjunctions (contrasting conjunctions)  Contractions  Complex sentences  Word class revision (nouns, adjectives, verbs, adverbs etc…)  Prepositional phrases  Expanded noun phrases  Revision of fronted adverbials  Speech  Rhetorical questions | Revision of word classes including pronouns  Rhetorical questions  Causal conjunctions  Writing perspectives (1st person and 3rd person)  Revision of sentence structure (including embedded clauses)  Tenses  Brackets  Text structure and cohesion  Imperative verbs  Prepositions of time    **GD**  Dashes (challenge group)  Hyphens  Cohesive devices | Figurative language  Prefixes  Language to convey tension  Language for effect (challenge)  Ellipsis  Phrases and clauses  Rules of speech  Embedded clauses  Synonyms  Informal tone  Recap of word classes and phrases  Parenthesis (challenge)  First person  Maintaining Tense | | | Formal language  Cohesion  Revision of sentence structures  Author’s style and purpose  First person voice  Figurative language  Modal 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 conjunctions  Speech 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 | | | | | | |
| **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 | | | | | | |
| **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 | | | | | | |