

Year 4 Medium Term Planning

<p>Handwriting:</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 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].
<p>Spellings</p>	<ul style="list-style-type: none"> • More prefixes: Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings. dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not' in-: inactive, incorrect • Before a root word starting with l, in- becomes il. illegal, illegible <p>Before a root word starting with m or p, in- becomes im-. immature, immortal, impossible, impatient, imperfect</p> <p>Before a root word starting with r, in- becomes ir-. irregular, irrelevant, irresponsible re- means 'again' or 'back'. re-: redo, refresh, return, reappear, redecorate sub- means 'under'. sub-: subdivide, subheading, submarine, submerge inter- means 'between' or 'among'. inter-: interact, intercity, international, interrelated (inter + related) super- means 'above'. super-: supermarket, superman, superstar anti- means 'against'. anti-: antiseptic, anticlockwise, antisocial auto- means 'self' or 'own'. auto-: autobiography, autograph</p> <ul style="list-style-type: none"> • The suffix -ation = The suffix -ation is added to verbs to form nouns. The rules already learnt still apply. information, adoration, sensation, preparation, admiration • The suffix -ly = The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words. sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) <p><u>Exceptions:</u> (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. happily, angrily (2) If the root word ends with -le, the -le is changed to -ly. gently, simply, humbly, nobly (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. basically, frantically, dramatically (4) The words truly, duly, wholly.</p> <ul style="list-style-type: none"> • The suffix -ous = Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e. poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous • Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian = Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. Exceptions: attend - attention, intend - intention. -cian is used if the root word ends in c or cs. invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician 	
<p>Speaking and listening</p>	<p>At a level appropriate to Year 4: listen and respond appropriately to adults and their peers.</p> <p>At a level appropriate to Year 4: ask relevant questions to extend their understanding and knowledge.</p> <p>At a level appropriate to Year 4: use relevant strategies to build their vocabulary.</p> <p>At a level appropriate to Year 4: articulate and justify answers, arguments and opinions.</p> <p>At a level appropriate to Year 4: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>At a level appropriate to Year 4: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>At a level appropriate to Year 4: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	

		<p>At a level appropriate to Year 4: speak audibly and fluently with an increasing command of Standard English.</p> <p>At a level appropriate to Year 4: participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>At a level appropriate to Year 4: gain, maintain and monitor the interest of the listener(s).</p> <p>At a level appropriate to Year 4: consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>At a level appropriate to Year 4: select and use appropriate registers for effective communication.</p>						
Term/ week	Unit and Stimulus/Key texts	WALTS – should pick up use of Ifs opposite	Grammar to be covered.	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn 1 – Granny by Anthony Horowitz 1 week assessment</p>	<p>Narrative – Stories in a familiar setting 3 weeks</p> <p>Year 4 model text</p>	<p>Understand how to infer characters feelings.</p> <p>Develop the skill of predicting (from things stated and implied)</p> <p>Develop the skill of describing characters (Granny)</p> <p>Understand how to compare and contrast characters within a narrative. (Granny and Nanny)</p> <p>Understand how to plan a chapter. (Read up to Gathering of the Grannies and plan their plot)</p> <p>Know the editing and redrafting process.</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Conjunctions</p> <p>Prepositions</p> <p>Present perfect – past tense</p> <p>Nouns/ pronouns</p>	<p>Indicate grammatical and other features by using commas after fronted adverbials</p> <p>Develop their understanding of the concepts set out in Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using fronted adverbials</p> <p>Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.</p>	<p>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</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write by creating settings, characters and plot in narratives</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Use further prefixes and suffixes and understand how to add them (appendix 1)</p> <p>Spell further homophones</p> <p>Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination.</p> <p>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.</p> <p>Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text.</p> <p>Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.</p>	

	<p>Newspaper 2 weeks</p> <p>Year 5 model text but use non-fiction info on recount</p>	<p>Develop the skill understanding the structure of a newspaper report.</p> <p>Understand how to summarise events.</p> <p>Know how to use sequential language.</p> <p>Know how to plan edit and improve.</p>	<p>Headlines - Figurative features</p> <p>Reported and direct speech</p> <p>Present and past tenses</p> <p>Nouns and pronouns</p>	<p>Develop their understanding of the concepts set out in Appendix 2 by choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use grammatical terminology for year 4 understanding Standard English forms for verbs inflections instead of local spoken forms eg: we were, instead of, we was, or, I did, instead of, I done</p> <p>Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns</p> <p>Indicate grammatical and other features by using and punctuating direct speech</p> <p>Use and understand the grammatical terminology in year 4 grammar accurately and appropriately when discussing their writing and reading.</p>	<p>Plan their writing by discussing and recording ideas</p> <p>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</p> <p>Draft and write by using simple organisational devices in non-narrative material eg: headings/ subheadings</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Spell words that are often misspelt</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>	<p>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.</p> <p>Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types].</p> <p>Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.</p>	
	<p>Poetry 1 week</p> <p>Kenning poem about Granny</p> <p>My sister - youngwriters.co.uk</p>	<p>Understand a characters attributes.</p>	<p>Metaphors</p> <p>Descriptive language</p> <p>Synonyms</p> <p>Onomatopoeia</p> <p>Antonyms</p>	<p>Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns</p> <p>Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.</p>	<p>Plan their writing by discussing and recording ideas</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Use further prefixes and suffixes and understand how to add them (appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>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.</p> <p>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by using</p>	

							<p>dictionaries to check the meaning of words that they have read.</p> <p>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.</p> <p>Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	
Autumn 2 - The lost thing	<p>Diary 2 weeks https://www.youtube.com/watch?v=4EMzzJhH1Ec</p> <p>About him and how his day progresses.</p>	<p>Know how to make predictions and inferences. (use picture - justification)</p> <p>(SHARE MODEL) Know how to identify features of a diary.</p> <p>Understand how cohesion is formed between paragraphs</p> <p>Develop the skill of planning a diary.</p> <p>Understand how to edit and improve work.</p>	<p>Informal language First person Subordinating and coordinating conjunctions Emotive language Noun types Fronted adverbials Clause types Pronouns</p>	<p>Indicate grammatical and other features by using commas after fronted adverbials</p> <p>Develop their understanding of the concepts set out in Appendix 2 by choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using fronted adverbials</p> <p>Use grammatical terminology for year 4 understanding</p> <p>Standard English forms for verb inflections instead of local spoken forms eg: we were/ we was - I did/ I done</p> <p>Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely</p>	<p>Plan their writing by discussing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>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 (Appendix 2)</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Use further prefixes and suffixes and understand how to add them (appendix 1)</p> <p>Spell further homophones</p> <p>Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>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.</p> <p>Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.</p> <p>Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	
	<p>Explanation 2 weeks</p>	<p>Understand how and why robots are used in industry.</p>	<p>Present tense Conjunctions Third person</p>	<p>Use grammatical terminology for Year 4 understanding</p> <p>Standard English forms for verb inflections instead of local</p>	<p>Plan their writing by discussing writing similar to that which they are planning to write in order</p>	<p>Use further prefixes and suffixes and understand how to add them (appendix 1)</p>	<p>Develop positive attitudes to reading and understanding of what they read by listening to</p>	

	<p>About robots:</p> <p>Why are robots used in industry?</p>	<p>(film clip - amazon)</p> <p>(Teacher pleaser - Pie Corbett) - WAGOLL</p> <p>Develop the skill of identifying features within an explanation.</p> <p>Know how to gather research.</p> <p>Understand how to organise writing</p> <p>Know how to pick 4 main features.</p>	<p>Rhetorical questions</p> <p>Clause types</p> <p>Commas in a list</p> <p>Terminology</p>	<p>spoken forms</p> <p>Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.</p>	<p>to understand and learn from its structure, vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write by using simple organisational devices in non-narrative material eg: headings/ subheadings</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.</p> <p>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.</p> <p>Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.</p>	
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	<p>Narrative – Bibo Literacy shed</p> <p>Focus on him as a character</p> <p>2 weeks</p>	<p>Know how to make inferences</p> <p>Understand how to form questions</p> <p>Understand how to form characters. (emotions/ actions)</p> <p>Know how to create settings.</p> <p>Develop the skill of writing a narrative. (emotions graph)</p> <p>Plan /edit/ enhance</p>	<p>First person</p> <p>Noun phrases/ expanded noun phrases</p> <p>Sentence structure</p> <p>Range of vocabulary</p> <p>Paragraphs around a theme</p> <p>Synonyms</p>	<p>Indicate grammatical and other features by using commas after fronted adverbials</p> <p>Develop their understanding of the concepts set out in Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using fronted adverbials</p> <p>Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.</p>	<p>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</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write by creating settings, characters and plot in narratives</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Use further prefixes and suffixes and understand how to add them (appendix 1)</p> <p>Spell further homophones</p> <p>Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination. 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.</p> <p>Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text. Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.</p>	
<p>Spr 1</p> <p>Week (s)</p> <p>1-2</p> <p>4th-16th</p>	<p>The Iron Man</p> <p>Imaginary Worlds</p> <p>Skills:</p> <p>Third person</p> <p>Personification</p> <p>Similes</p> <p>Metaphors</p> <p>Noun phrases</p> <p>Different sentence openers</p> <p>Semicolons to separate two sentences</p>	<p>Develop the skill of making inferences.</p> <p>Understand how to write in the first person.</p> <p>Develop the skill of describing characters.</p> <p>Understand the authors' use of language.</p> <p>Understand the</p>		<p>Indicate grammatical and other features by using commas after fronted adverbials</p> <p>Develop their understanding of the concepts set out in Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using fronted adverbials</p> <p>Indicate grammatical and</p>	<p>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</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write by creating settings, characters and plot in narratives</p> <p>Evaluate and edit by</p>	<p>Use further prefixes and suffixes and understand how to add them (appendix 1)</p> <p>Spell further homophones</p> <p>Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's</p> <p>Use the first two or three letters of a word to check its spelling in a</p>	<p>Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination. 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</p>	<p>Write a descriptive piece of writing around where the Iron Man has arrived from.</p>

	<p>Pronouns Paragraphing Commas</p>	<p>possessive apostrophe.</p> <p>Understand how to use evidence from the text.</p> <p>Understand how to use a variety of openers.</p> <p>Know how to plan a descriptive setting.</p> <p>Know the how to edit and improve.</p>		<p>other features by indicating possession by using the possessive apostrophe with plural nouns</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.</p>	<p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>dictionary</p>	<p>words in context.</p> <p>Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text.</p> <p>Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.</p>	
<p>Week (s) 3-4 17th - 31st</p>	<p>The Iron Man</p> <p>Newspaper</p> <p>Skills:</p> <p>Headlines Subheading Reported speech Parenthesis Past tense Quotation in inverted commas Commas Question marks Third person Time conjunctions</p>	<p>Know how to identify features of a newspaper.</p> <p>Know how to write witness statements</p> <p>Understand parenthesis.</p> <p>Understand how to use sequential language</p> <p>Know how to draft a recount.</p> <p>Understand how to plan a newspaper report</p> <p>Develop the skill of drafting</p> <p>Develop the skill of editing and improving.</p>		<p>Develop their understanding of the concepts set out in Appendix 2 by choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use grammatical terminology for year 4 understanding</p> <p>Standard English forms for verbs inflections instead of local spoken forms eg: we were, instead of, we was, or, I did, instead of, I done</p> <p>Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns</p> <p>Indicate grammatical and other features by using and punctuating direct speech</p> <p>Use and understand the grammatical terminology in year 4 grammar accurately and appropriately when discussing their writing and reading.</p>	<p>Plan their writing by discussing and recording ideas</p> <p>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</p> <p>Draft and write by using simple organisational devices in non-narrative material eg: headings/ subheadings</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Spell words that are often misspelt</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>	<p>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.</p> <p>Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types].</p> <p>Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising</p>	<p>Write a report on the farmers and the hole they have dug to capture the giant</p>

							these.	
Week (s) 5 and 3 days 1 st - 10th	The Iron Man Diary Skills: Informal language First person Time conjunctions Past tense Proper nouns Fronted adverbials Relative clauses Personification Similes Alliteration Sentence openers	Know how to compare authors' use of language. Understand that people have different views. Understand how characters' feel and what they think. Know how to use a variety of sentence openers. Understand how to plan and write using notes Know how to identify mistakes Understand the need for proof-reading.		Indicate grammatical and other features by using commas after fronted adverbials Develop their understanding of the concepts set out in Appendix 2 by choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition Develop their understanding of the concepts set out in Appendix 2 by using fronted adverbials Use grammatical terminology for year 4 understanding Standard English forms for verb inflections instead of local spoken forms eg: we were/ we was - I did/ I done Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely	Plan their writing by discussing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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 (Appendix 2) Draft and write by organising paragraphs around a theme Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors	Use further prefixes and suffixes and understand how to add them (appendix 1) Spell further homophones Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's Use the first two or three letters of a word to check its spelling in a dictionary	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. Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Write as though they are Hogarth and he has just met the Iron Man.
Term/ week	Unit and Stimulus/Key texts	WALTS		Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Spr 2 Week (s) 1	Tell Me a Dragon The Fire within The Dragon Machine Poetry Skills: Similes Alliteration Nouns Verbs Adverbs Structural and organisational features	Understand poems can be written in different ways. Understand how to use figurative features. Understand how to discuss and plan ideas. Understand how to draft and improve work. Know how to evaluate others' and own work.		Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.	Plan their writing by discussing and recording ideas Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Use further prefixes and suffixes and understand how to add them (appendix 1) Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's Use the first two or three letters of a word to check its spelling in a dictionary	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. Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes. Develop positive attitudes	Poems to perform Write a dragon poem to perform to the class or small groups

							to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read. Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books. Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
Week (s) 2-3	Tell Me a Dragon The Fire within The Dragon Machine Explanation Skills: Present tense Modal verbs Conjunctions Technical vocabulary Third person Rhetorical questions Active and passive voice Relative clauses Parenthesis Semicolons Headings Subheadings	Understand how to retrieve information. Know how to describe character features. Understand how to develop a setting. Know how to write an adventure narrative. Understand how to edit and improve. Develop the skill of reading for a range of purposes. Know how to record ideas. Know how to draft and write using organisational devices. Understand how to proof-read for grammar errors.		Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.	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 Plan their writing by discussing and recording ideas Draft and write by organising paragraphs around a theme Draft and write by using simple organisational devices in non-narrative material eg: headings/ subheadings Proof-read for spelling and punctuation errors	Use further prefixes and suffixes and understand how to add them (appendix 1) Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: 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.	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. Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes. Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read. Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books. Understand what they	Write and explanation text as a whole class looking at the different elements eg: How does a dragons fire mechanism work How to trap a Dragon How to identify the different types of dragons They could investigate different elements eg food, homes/habitat etc

							<p>read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.</p>	
<p>Week (s) 4-5</p>	<p>Tell Me a Dragon The Fire within The Dragon Machine</p> <p>Stories with a historical setting: St George and the Dragon Play scripts</p> <p>Skills:</p> <p>Third person Inverted commas Similes Metaphors Expanded noun phrases Different sentence openers Semi colons Emotive language</p>	<p>Develop the skill of reading a range of genres.</p> <p>Understand narratives can be presented in different ways.</p> <p>Develop the skill of recommending texts.</p> <p>Know how to identify grammatical features within a text.</p> <p>Understand the development of characters.</p> <p>Understand how to plan an adventure.</p> <p>Develop the skill of creating characters.</p> <p>Understand how to develop an historical setting.</p> <p>Know how to redraft.</p>		<p>Indicate grammatical and other features by using commas after fronted adverbials</p> <p>Develop their understanding of the concepts set out in Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using fronted adverbials</p> <p>Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.</p>	<p>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</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write by creating settings, characters and plot in narratives</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Use further prefixes and suffixes and understand how to add them (appendix 1)</p> <p>Spell further homophones</p> <p>Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.</p> <p>Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one</p>	<p>Write an adventure story based in the past.</p> <p>Supply chn with images to aid them</p> <p>Could be done as a play script</p>

							paragraph and summarising these.	
Term/ week	Unit and Stimulus/Key texts	WALTS		Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Sum 1 1 Week (s)	<p>Why the Whales came The Whale's Song</p> <p>Information text</p> <p>Skills: Third person Formal language Passive and active sentences Proper nouns Commas in lists Colons Bullet points Starting a sentences with the continuous/progressive Rhetorical questions</p>	<p>Develop the skill of generating questions.</p> <p>Understand how to make notes from research.</p> <p>Know how to organise and structure writing.</p> <p>Develop the skill of drafting.</p> <p>Understand how to write a final draft.</p>		<p>Use grammatical terminology for Year 4 understanding Standard English forms for verb infections instead of local spoken forms</p> <p>Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading</p> <p>Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.</p>	<p>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</p> <p>Plan their writing by discussing and recording ideas</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write by using simple organisational devices in non-narrative material eg: headings/ subheadings</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Use further prefixes and suffixes and understand how to add them (appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>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.</p> <p>Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.</p> <p>Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.</p> <p>Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text.</p>	<p>What do you know about whales? Research tasks</p>
2 Week (s)	<p>Why the Whales came The Whale's Song</p> <p>Narrative</p> <p>Skills:</p>	<p>Understand how to form character descriptions.</p> <p>Develop the skill of summarising events.</p>		<p>Indicate grammatical and other features by using commas after fronted adverbials</p> <p>Develop their understanding of the concepts set out in</p>	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure,</p>	<p>Use further prefixes and suffixes and understand how to add them (appendix 1)</p> <p>Spell further homophones</p>	<p>Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's</p>	<p>Write a continuation of the story - what could happen next?</p>

	<p>First/third person Inverted commas Personification Alliteration Similes Metaphors Onomatopoeia Specific nouns Semicolons Different sentence openers Fronted adverbials Relative clauses</p>	<p>Know how to redraft.</p> <p>Understand how to begin a narrative.</p> <p>Know how to improve sentence structures.</p> <p>Develop the skill of planning a narrative.</p> <p>Understand how to write and sequence a narrative.</p> <p>Understand how to redraft.</p> <p>Know how to create a final draft.</p>		<p>Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Develop their understanding of the concepts set out in Appendix 2 by using fronted adverbials Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.</p>	<p>vocabulary and grammar Draft and write by organising paragraphs around a theme Draft and write by creating settings, characters and plot in narratives Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>interest and imagination. 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. Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text. Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.</p>	
<p>Week (s)</p>	<p>Why the Whales came The Whale's Song</p> <p>Diary - recount</p> <p>Skills: Informal language First person Time conjunctions Past tense Proper nouns Fronted adverbials Relative clauses Personification Similes Alliteration Sentence openers</p>	<p>Know how to make inferences.</p> <p>Understand how to write a personal letter.</p> <p>Understand sequencing.</p> <p>Know the features of a report.</p> <p>Understand how to write a news report.</p>		<p>Indicate grammatical and other features by using commas after fronted adverbials Develop their understanding of the concepts set out in Appendix 2 by choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition Develop their understanding of the concepts set out in Appendix 2 by using fronted adverbials Use grammatical terminology for year 4 understanding Standard English forms for verb inflections instead of local spoken forms eg: we were/ we was - I did/ I done Use and understand the</p>	<p>Plan their writing by discussing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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 (Appendix 2) Draft and write by organising paragraphs around a theme Evaluate and edit by proposing changes to</p>	<p>Use further prefixes and suffixes and understand how to add them (appendix 1) Spell further homophones Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes. Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books. Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Diary recount</p>

				grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely	grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors		Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types].	
Term/ week	Unit and Stimulus/Key texts	WALTS		Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Sum 2 Week (s)	The Tin Forest Persuasion Skills: Present tense Past tense Future tense Modal verbs Imperative verbs Conjunctions (temporal) Rhetorical questions Comparative and superlative adjectives Exaggerated language Repetition If, if, then... Statistics Statements Semicolons	Develop the skill of descriptive writing. Know how to retrieve information. Understand how to write instructions. Know how to sequence events. Understand why tenses change. Develop the skill of summarising. Know how to structure a letter. Understand how to write a persuasive letter. Understand the need to edit and evaluate. Develop the skill of redrafting.		Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.	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 Plan their writing by discussing and recording ideas Draft and write by organising paragraphs around a theme Draft and write by using simple organisational devices in non-narrative material eg: headings/ subheadings Proof-read for spelling and punctuation errors	Use further prefixes and suffixes and understand how to add them (appendix 1) Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: 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.	Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types]. Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text.	Persuade the community to take better care of the environment
Week (s)	The Tear thief The Lost Happy Endings	Understand how to make inferences.		Indicate grammatical and other features by using commas after fronted	Plan their writing by discussing writing similar to that which they are	Use further prefixes and suffixes and understand how to add	Develop positive attitudes to reading and understanding of what	Write a continuation of The Lost

	<p>Stories with a dilemma</p> <p>Skills: Third person Personification Similes Metaphors Noun phrases Different sentence openers Semicolons Extended noun phrases Commas</p>	<p>Know how to discuss a range of texts.</p> <p>Understand characters thoughts and feelings.</p> <p>Develop the skill of diary writing.</p> <p>Develop the skill of describing characters.</p> <p>Know how to write an eye witness account.</p> <p>Develop the skill of planning.</p> <p>Know how to write a story with a dilemma.</p> <p>Know the editing process.</p>		<p>adverbials Develop their understanding of the concepts set out in Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Develop their understanding of the concepts set out in Appendix 2 by using fronted adverbials Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns Develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.</p>	<p>planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by organising paragraphs around a theme Draft and write by creating settings, characters and plot in narratives Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>them (appendix 1) Spell further homophones Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read. Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.</p>	<p>Happy Ending - She loses the bag what happens next How is the problem resolved</p>
<p>Week (s)</p>	<p>The Tear thief The Lost Happy Endings The Tin Forest</p> <p>Descriptive settings</p> <p>Skills: Third person Personification Similes Metaphors Noun phrases Different sentence openers Semicolons Extended noun phrases Commas</p>	<p>Understand prefixes and suffixes.</p> <p>Know the features of journalistic writing.</p> <p>Understand how to write a newspaper.</p> <p>Understand how different devices are used to create moods.</p> <p>Know how to write a character description.</p> <p>Develop the skill of adding action.</p> <p>Develop the skill of identifying themes and conventions.</p>		<p>Indicate grammatical and other features by using commas after fronted adverbials Develop their understanding of the concepts set out in Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Develop their understanding of the concepts set out in Appendix 2 by using fronted adverbials Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns Develop their understanding of the concepts set out in Appendix 2 by using expanded</p>	<p>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 Draft and write by organising paragraphs around a theme Draft and write by creating settings, characters and plot in narratives Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by proposing changes to grammar and vocabulary to</p>	<p>Use further prefixes and suffixes and understand how to add them (appendix 1) Spell further homophones Place the possessive apostrophe accurately in words with regular plurals eg: girls', boys' and in irregular plurals eg: children's Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>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. Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read. Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books,</p>	<p>Write a story which sets the scene for where the Tear Thief lived (town at night) traditional tale perhaps</p>

