

# YEAR 4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TEXT (WHERE POSSIBLE, LINKED TO CURRICULUM TOPIC)</b>	<ul style="list-style-type: none"> <li>• Escape from Pompeii</li> <li>• Roman Diary</li> <li>• Little People, Big Dreams – Aretha Franklin (<b>Black History</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of different Persuasive letters</li> </ul>	<ul style="list-style-type: none"> <li>• The Magic Place</li> <li>• Pages and co. (exerpts)</li> <li>• Katie and the British Artists</li> <li>• The Journey</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of Newspaper articles</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Pleaser</li> <li>• Tidy your bedroom Machine</li> <li>• Sam Science (tooth linked to Science)</li> <li>• My senses are all backwards</li> <li>• Peter Rabbit/Beatrix Potter (exerts) – Homework based</li> </ul>	<ul style="list-style-type: none"> <li>• The Pet</li> <li>• Sam’s Duck (Texts may alter)</li> <li>• Cinquain poem examples</li> </ul>
<b>WRITING GENRES</b>	<p><b>Stories with historical settings includes teaching description:</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Diary entry (<b>recount</b>)</li> <li>• Plan and write a historical story</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Acrostic Poems (<b>Black History</b>)</li> <li>• Kenning Poems</li> </ul>	<p><b>Persuasive writing:</b></p> <ul style="list-style-type: none"> <li>• Writing arguments for a debate</li> <li>• Letter writing features</li> <li>• Planning and writing persuasive letter</li> <li>• Persuasive advert/poster</li> </ul>	<p><b>Fantasy/Magical stories - Narrative:</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> <li>• Plot writing</li> <li>• Fantasy story writing</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Shape poem</li> </ul> <p><b>Biography</b>(Link with HW – on a Neurodiverse person)</p>	<p><b>Newspapers:</b></p> <ul style="list-style-type: none"> <li>• Headlines</li> <li>• Planning and writing a newspaper article</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Haiku poetry</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Limericks</li> </ul>	<p><b>Explanation Texts:</b></p> <ul style="list-style-type: none"> <li>• Explanation of a machine</li> <li>• Flow charts</li> <li>• Planning and writing an explanation text based on a video of an invention</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Creative imagery poem</li> </ul> <p><b>Fictional writing:</b></p> <ul style="list-style-type: none"> <li>• Story based on an animal character linked to Peter Rabbit.</li> </ul>	<p><b>Stories with a Dilemma:</b></p> <ul style="list-style-type: none"> <li>• Solutions to dilemmas</li> <li>• Diary entry</li> <li>• Pros and cons of dilemma solutions</li> <li>• Plan and write Story ending</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Cinquain poem</li> </ul> <p><b>Recount (Linked to topic):</b></p> <ul style="list-style-type: none"> <li>• Diary entry about Vikings</li> </ul>
<b>COMPREHENSION FOCUS</b>	<ul style="list-style-type: none"> <li>• Meaning of words in context</li> <li>• Fact Retrieval</li> <li>• Language and layout</li> <li>• Fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Fact Retrieval</li> <li>• Summarising</li> <li>• End of term assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Fact retrieval</li> <li>• Inference</li> <li>• Summarising</li> <li>• Informal half term assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Fact Retrieval</li> <li>• Inference</li> <li>• Summarising</li> <li>• Prediction</li> <li>• end of term assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Fact Retrieval</li> <li>• Inference</li> <li>• Summarising</li> <li>• Prediction</li> <li>• Informal half term assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Fact Retrieval</li> <li>• Inference</li> <li>• Summarising</li> <li>• Prediction</li> </ul>

	<ul style="list-style-type: none"> <li>• Informal half term assessment</li> </ul>				<ul style="list-style-type: none"> <li>• Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• end of term assessment</li> <li>• Consolidation</li> </ul>
<b>SPAG FOCUS</b>	<ul style="list-style-type: none"> <li>• Capital letters and full stops</li> <li>• Proper and common nouns</li> <li>• adjectives</li> <li>• Conjunctions</li> <li>• Sentence starters</li> <li>• Verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Time conjunctions</li> <li>• Causal conjunctions</li> <li>• Adverbial phrases</li> <li>• fronted adverbials</li> <li>• Inverted commas</li> <li>• Powerful verbs</li> <li>• SPAG review</li> </ul>	<ul style="list-style-type: none"> <li>• prepositions/prepositional phrases</li> <li>• pronouns</li> <li>• Commas to mark phrases and clauses</li> <li>• Similes</li> <li>• Simple Past vs present vs future tense</li> </ul>	<ul style="list-style-type: none"> <li>• simple past and progressive past tense</li> <li>• first and third person</li> <li>• inverted commas</li> <li>• apostrophes for possession and contraction</li> <li>• sentence starters</li> <li>• SPAG review</li> </ul>	<ul style="list-style-type: none"> <li>• Causal conjunctions</li> <li>• Sentence types</li> <li>• Present tense – simple and progressive</li> <li>• Present tense – present perfect</li> <li>• Use of dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Determiners</li> <li>• Noun phrases</li> <li>• Main and subordinate clauses</li> <li>• SPAG review</li> </ul>
<b>SPELLING / PHONICS</b>	<ul style="list-style-type: none"> <li>• /aw/ sound spelt au or augh</li> <li>• Prefix in- meaning not</li> <li>• Prefix im- meaning not</li> <li>• Prefix il- or ir- meaning not</li> <li>• Homophones</li> <li>• /shun/ sound spelt sion</li> <li>• review of half term</li> </ul> <p>Words from the Y3-Y4 Spelling List</p>	<ul style="list-style-type: none"> <li>• sion' ending with root words ending in 'se', 'de' or 'd'</li> <li>• 'ssion' endings with root words ending in 'ss' or 'mit'</li> <li>• 'tion' endings in root words that end in 't', 'te' or have no definite root</li> <li>• 'cian' endings that sound like /shuhn/</li> <li>• review of half term</li> </ul> <p>Words from the Y3-Y4 Spelling List</p>	<ul style="list-style-type: none"> <li>• Homophones and near homophones</li> <li>• Homophones and near homophones</li> <li>• Suffix -ation</li> <li>• Suffix 'ation'</li> <li>• Prefixes super- and sub-</li> <li>• Review of half term</li> </ul> <p>Words from the Y3-Y4 Spelling List</p>	<ul style="list-style-type: none"> <li>• Plural possessive apostrophes</li> <li>• /s/ sound spelt 'sc'</li> <li>• soft c sound spelt 'ce'</li> <li>• soft c sound spelt 'ci'</li> <li>• word families</li> <li>• word families</li> <li>• review of half term</li> </ul> <p>Words from the Y3-Y4 Spelling List</p>	<ul style="list-style-type: none"> <li>• prefixes inter-meaning between or among</li> <li>• prefix anti- meaning against</li> <li>• prefix auto- meaning self or own</li> <li>• prefix ex- meaning out</li> <li>• prefix non- meaning not</li> <li>• words ending in -ar and -er</li> <li>• review of half term</li> </ul> <p>Words from the Y3-Y4 Spelling List</p>	<ul style="list-style-type: none"> <li>• suffix -ous no change to root word</li> <li>• suffix -ous no definitive root word</li> <li>• suffix -ous (y endings becomes l and our endings become or)</li> <li>• suffix -ous drop the e but keep e if ge</li> <li>• adverbs of possibility or frequency</li> <li>• adverbs of manner</li> </ul> <p>Words from the Y3-Y4 Spelling List</p>
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Increase the legibility, consistency and quality of their handwriting eg by ensuring that the downstrokes of letters are parallel and adjacent, that lines of writing are sufficiently spread out so that the ascenders and descenders of letters do not touch.</li> </ul>					

<p style="text-align: center;"><b>SPEAKING OPPORTUNITIES</b></p>	<ul style="list-style-type: none"> <li>• Persuasive speech about new invention</li> <li>• Pair and group discussions</li> <li>• debates</li> <li>• Book reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting roman artefacts</li> <li>• Hot seating</li> </ul> <p>Pair and group discussions</p> <ul style="list-style-type: none"> <li>• Group presentation about Pompeii setting</li> </ul>	<ul style="list-style-type: none"> <li>• Pair and group discussions</li> <li>• Hot seating</li> <li>• Drama for fantasy story plot</li> <li>• Book reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Pair and group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation about Anglo Saxons</li> <li>• Pair and group discussions</li> <li>• Book reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Drama for alternative ending</li> <li>• Pair and group discussions</li> <li>• Hot seating</li> </ul>
<p style="text-align: center;"><b>CLASS BOOK</b></p>	<ul style="list-style-type: none"> <li>• The Accidental Prime Minister</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The Accidental Prime Minister</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The Magic Place</li> </ul>	<ul style="list-style-type: none"> <li>• The Magic Place</li> </ul>	<ul style="list-style-type: none"> <li>• Sam's Science</li> </ul>	<ul style="list-style-type: none"> <li>• Sam's science</li> </ul>