

<u>Year 4</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Stories with a familiar setting THE STREET CHILD	Recounts: Newspapers & Magazines FIRST NEWS, NATIONAL GEOGRAPHIC	Stories which raise issues and dilemmas BILL'S NEW FROCK	Information Booklets	Film and play script HERCULES	Fairy Tales
	<p>To be able to orally retell a range of stories, including less familiar fairy stories, myths and legends. To know how to use dictionaries to check meanings of words in the texts that they read.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</p>	<p>To be able to read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways</p> <ul style="list-style-type: none"> Identify themes and conventions To be able to explain the meaning of key vocabulary within the 	<p>Stories which raise issues and dilemmas BILL'S NEW FROCK</p> <ul style="list-style-type: none"> To know how to use punctuation to determine intonation and expression when reading aloud to a range of audiences. <p>Listen to, read and discuss a range of fiction.</p> <ul style="list-style-type: none"> To know how to analyse and compare a range of plot structures. To be able to retell a range of stories. 	<p>To be able to prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <ul style="list-style-type: none"> To navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. <p>Identify themes and conventions</p> <ul style="list-style-type: none"> To know how to record 	<p>Identify themes and conventions</p> <ul style="list-style-type: none"> Listen to, read and discuss a range of plays Analyse and evaluate texts looking at language, structure and presentation Prepare playscripts to read aloud, showing understanding through intonation, 	<ul style="list-style-type: none"> Listen to, read and discuss a fairy tale To be able to retell a fairy tale Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust <p>To be able to explain the meaning of key vocabulary within the context of the text</p> <ul style="list-style-type: none"> To know how to

	<p>To know how to draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>To know how to sequence and discussing the main events in stories.</p> <p>Diaries THE STREET CHILD</p> <ul style="list-style-type: none"> Identify themes and conventions To be able to explain the meaning of key vocabulary within the context of the text. 	<p>context of the text.</p> <p>Letters</p> <ul style="list-style-type: none"> Identify themes and conventions To be able to explain the meaning of key vocabulary within the context of the text. 	<ul style="list-style-type: none"> To be able to explain the meaning of key vocabulary within the context of the text. To Sequence and discuss the main events in stories. To be able to make predictions based on information stated and implied Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images 	<p>information from a range of non-fiction texts.</p> <ul style="list-style-type: none"> To be able to scan for dates, numbers and names. To be able to analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. To be able to explain how paragraphs are used to order or build up ideas, and how they are linked. To know how to use dictionaries to check the 	<p>tone, volume and action</p> <ul style="list-style-type: none"> To know how to use punctuation to determine intonation and expression when reading aloud to a range of audiences To be able to draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. <p>Classic Poetry JABBERWOCKY, IF, THE TYGER</p> <ul style="list-style-type: none"> Listen to, read and 	<p>make predictions based on information stated and implied</p> <ul style="list-style-type: none"> To know how to draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. <p>Poems with a structure LIMERICKS BY GRAHAM ESTER, OLD MAN OF</p>
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			<ul style="list-style-type: none"> To know how to draw inferences around characters' thoughts, feelings, actions, and motives, and justify with evidence from the text using point and evidence <ul style="list-style-type: none"> To be able to explain how paragraphs are used to order or build up ideas, and how they are linked To be able to develop, agree on and evaluate rules for effective discussion. To know how to use dictionaries 	<p>meaning of words they have read.</p> <p>Fantasy FIREWORK MAKER'S DAUGHTER</p> <ul style="list-style-type: none"> Regularly listen to whole novels read aloud by the teacher. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. <p>e.g. metaphors, similes.</p> <ul style="list-style-type: none"> To know how to make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generate 	<p>discuss a classic narrative poem.</p> <ul style="list-style-type: none"> Identify themes and conventions Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. To be able to explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images. 	<p>DUMBREE BY EDWARD LEAR</p> <p>To know how to use suffixes to understand meanings e.g. –ation, –tion, –ssion, –cian. –sion.</p> <ul style="list-style-type: none"> Listen to, read and discuss poetry in different forms. Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. e.g. metaphors, similes. Learn a range of poems by heart and rehearse for performance.
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			<p>to check the meaning of words they have read.</p> <p>Poems on a theme To know how to use punctuation to determine intonation and expression when reading aloud to a range of audiences. Listen to, read and discuss a range of poetry.</p> <p>To be able to explain the meaning of key vocabulary within the context of the text.</p> <ul style="list-style-type: none"> Demonstrate active reading strategies e.g. <i>generating questions, finding</i> 	<p>questions, find answers, refine thinking, modify questions, construct images.</p> <ul style="list-style-type: none"> To know how to draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. To be able to make and respond to contributions in a variety of group situations e.g. whole class, independent 	<ul style="list-style-type: none"> Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Learn a range of poems by heart and rehearse for performance. <p>To know how to use dictionaries to check the meaning of words they have read.</p>	<ul style="list-style-type: none"> Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. To be able to explain the meaning of key vocabulary within the context of the text.
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- To be able to always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.
- To know how to use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
 - To know how to use expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
- To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To know how to use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.
- To consistently use apostrophes for singular and plural possession.
- To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.

Spelling - Transcription

- To write, from memory, simple sentences dictated by the teacher that include some of the words from the Y4 common exception rules.
- To know how to use spelling knowledge to use a dictionary more efficiently.
- To know how to add suffixes beginning with vowel letters to words of more than one syllable (doubling final consonant). Preferring, beginning.
- To know how to correctly spell most words with the prefixes –il illegal, illiterate, illogical, –im immature, immoral, –ir irreplaceable, irregular, –inter international and –auto autograph, automatic, autobiography, –re reappear, redecorate, redo and –in ineffective, inexperienced.
- To know how to correctly spell most words with the suffixes –ation preparation, adoration, information
- To know how to correctly spell words ending in –ic, –ous when –our is changed to –or, –ous when e is kept after g, ous after /i:/ sound spelt i and –ous after /i:/ sound spelt e. poisonous, dangerous, glamorous.
- To know how to use endings that sound like /ʃən/ spelt –tion mention, question, position, /ʃən/ spelt –ssion possession, compassion, discussion, /ʃən/ spelt –ssion if the root word ends in –mit omission, /ʃən/ spelt –sion if the root word ends in se tension, /ʃən/ spelt –sion if the root word ends in d expansion and extension and /ʃən/ spelt –cian if the root word ends in c or cs musician, magician, politician.
- To know how to spell words ending in –sion invasion, erosion, division.
- To know how to spell words with /eɪ/ sound spelt ei or eigh. eight, weight, reign, vein, /eɪ/ sound spelt ey they, obey, /k/ sound spelt ch chorus, echo, character.
- To know how to spell words ending with the /g/ sound spelt –gue tongue, league and the /k/ sound spelt –que unique, antique.
- To know how to use possessive apostrophes with plural words. Girls', boys', children's, men's, Jess's, Mr Jones's.
- To know how to spell words ending in –ture spelt –ture picture, nature and ending in –sure treasure, pressure.
- To be able to spell the selected words from the Y3 and Y4 common exception words correctly.

Y4 common exception words

Accident, believe, bicycle, business, caught, centre, century, certain, circle, enough, experience, famous, favourite, grammar, guard, height, imagine, knowledge, length, library, material, medicine, occasionally, often, opposite, particular, peculiar, potatoes, probably, purpose, sentence, separate, special, strength, suppose, therefore, though, although, through, various, woman, women.

Handwriting - Transcription

To know how to use the diagonal and horizontal joining strokes.

Composition, audience and purpose

- To know how to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- To know how to consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.
- To be able to proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.
- To be able to write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including text-specific layout devices).
- To know how to write a range of narratives that are well- structured and well-paced.
- To know how to create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.
- To begin to know how to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.