

Class 4 - Year A					
Fiction texts	Adventure story Mission possible	Poetry Haiku	Myths and legends Greek Myths	Tale of fear Staying out	Losing tale Lost Happy Endings
Independent and purposeful writing opportunities	The children will write a story based on the text Mission Possible (T4W) with a focus on direct speech.	The children will write Haiku Poems about different topics.	The children will write their own myth or legend based on the story focussing on action.	The children will write stories based on the story focussing on suspense.	The children will write their own losing tales focussing on settings.
Non-fiction texts	Persuasion Letter Be the next Athens hero?	Discussion Is the wolf really to blame?	Instruction text	Information text The Tudors/ Castles	Recount – newspaper Little Bo Peep/Jack and Jill
Independent and purposeful writing opportunities	Greeks (grammarsaurus) - Children to write a persuasive letter	The children will write a discussion based on the fairy story LRRH– use grammarsaurus model text Use to write text, was the Big bad wolf really to blame?	The children will write their own instruction text with a focus on adverbs and clauses.	The children will write an information text about the Tudors or Castles.	Recount based on Little Bo Peep/Jack and Jill
Class 4 - Year B					
Fiction texts	Adventure story Mission possible	Poetry Haiku	Myths and legends Romulus and Remus	Tale of fear Staying out	Losing tale Lost Happy Endings
Independent and purposeful writing opportunities	The children will write a story based on the text Mission Possible (T4W) with a focus on direct speech.	The children will write Haiku Poems about different topics.	The children will write their own myth or legend based on the story focussing on action.	The children will write stories based on the story focussing on suspense.	The children will write their own losing tales focussing on settings and figurative language.
Non-fiction texts	Persuasion Letter Milverton	Discussion Is the wolf really to blame?	Instruction text	Information text Anglo Saxons/ Vikings	Recount – newspaper
Independent and purposeful writing opportunities	The Children will write a persuasive letter to encourage people to move to Milverton.	The children will write a discussion based on the fairy story LRRH– use grammarsaurus model text Use to write text, was the Big bad wolf really to blame?	The children will write their own instruction text with a focus on adverbs and clauses.	The children will write an information text about the Anglos Saxons or Vikings.	The children will write a newspaper recount.
Spoken language	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <ul style="list-style-type: none"> • Discuss words and increasingly complex phrases that capture the reader's interest and imagination. • Ask reasoned questions to improve his/her understanding of a text. • Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). • Read aloud his/her 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>Spelling</p>	<ul style="list-style-type: none"> ● Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. ● Understand and add the suffixes -ation, -ous. ● Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician. ● Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. ● Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. ● Spell more complex words that are often misspelt with reference to (English Appendix 1). ● Spell words with the 's' sound spelt 'sc' e.g. science, scene. ● Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. ● Use the first three or four letters of a word to check its spelling in a dictionary. ● Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.
<p>Handwriting</p>	<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 his/her handwriting e.g. by ensuring that the down strokes 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>Composition</p>	<ul style="list-style-type: none"> ● Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar. ● Plan his/her writing by discussing and recording ideas. ● Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2. ● Draft and write by organising paragraphs around a theme. ● Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. ● Draft and write non-narrative material, using simple organisational devices. ● Evaluate and edit by assessing the effectiveness of his/her 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, expanded noun phrases and fronted adverbials. ● Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials. ● Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.
<p>Terminology</p>	<p>Determiner, pronoun, possessive pronoun, adverbial</p>