

YEAR 4

Term	Reading	Writing
<p>Autumn 1</p>	<p><u>Texts</u> Various stories from: Illustrated stories from Dickens (Including Oliver Twist) By Charles Dickens (adapted by Mary Sebag-Montefiore) The Life and Times of Charles Dickens</p> <p><u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary • Retrieval • Summary • Compare and contrast 	<p>Historical stories – 3 Weeks <i>Outcome:</i> To write a character description about Oliver Twist.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Nouns and pronouns • Inverted commas to indicate direct speech • Expanded noun phrases <p>EDIT- CUPS</p> <p>Biographies – 2 weeks <i>Outcome:</i> To write a biography about Charles Dickens</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Fronted adverbials, including commas • Nouns and pronouns <p>EDIT- CUPS</p> <p>Playscripts – 2 weeks <i>Outcome:</i> To write a play version of Oliver Twist</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Plural and possessives • Apostrophes to mark plurals <p>EDIT - CUPS</p>
<p>Autumn 2</p>	<p><u>Texts</u> Scary stories to tell in the dark By Alvin Schwartz Victorian Horror stories By Mike Stocks Victorian Ghost stories ByMike Storks Victorian Children By Lynn Huggins-Cooper Twas the night before Christmas poem</p> <p><u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary • Inference • Prediction • Author choice 	<p>Scary stories - 3 weeks <i>Outcome:</i> To write a scary Victorian story set in Armley Mills.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Expanded noun phrases • Fronted adverbials, including commas • Inverted commas to indicate direct speech • Paragraphs <p>Edit – CUPS and ARMS</p> <p>Diaries – 2 weeks <i>Outcomes:</i> To write a diary in role as a Victorian child from Armley.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Expanded noun phrases • Conjunctions, including: when, if, because, although

		<ul style="list-style-type: none"> • Nouns and pronouns • Present perfect form of verbs <p>EDIT- CUPS</p> <p>Historical poetry - 2 weeks <i>Outcome:</i> To write a poem called ‘Twas the night of Christmas day’ <u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Expanded noun phrases <p>Edit - CUPS</p>
<p>Spring 1</p>	<p><u>Texts</u> Kensuke’s Kingdom by Michael Morpurgo I’m walking with my iguana poem by Brian Moses</p> <p><u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary • Inference • Summary • Prediction 	<p>Adventure stories - 4 weeks <i>Outcome:</i> To write a message in a bottle Outcome 2: To write a recount / ship log Outcome 2: To write a story set in a rainforest/desert island</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Expanded noun phrases • Fronted adverbials • Verb inflections, e.g.was/were done/did • Inverted commas to indicate direct speech <p>EDIT - CUPS</p> <p>Performance poetry – 2 weeks <i>Outcome 1:</i> To perform ‘I’m walking with my iguana’ Outcome 2: To write a poem in the style of I’m walking with my iguana’</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Nouns and pronouns <p>EDIT - CUPS</p>
<p>Spring 2</p>	<p><u>Texts</u> Kensuke’s Kingdom by Michael Morpurgo The Great Kapok Tree by Lynne Cherry Examples of instructional texts</p> <p><u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary • Retrieval • Author choice • Compare and contrast 	<p>Information texts – 3 weeks <i>Outcome 1:</i> To write an information fact file about a rainforest animal. Outcome 2: To write an information leaflet about deforestation.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Expanded noun phrases • Conjunctions, including: when, if, because, although • Present perfect form of verbs • Paragraphs <p>EDIT- CUPS</p> <p>Instructions – 3 weeks</p>

		<p><i>Outcome: To write a rainforest/desert island survival guide</i></p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Fronted adverbials, including commas • Nouns and pronouns • Apostrophe to mark plurals <p>EDIT – CUPS and ARMS</p>
<p>Summer 1</p>	<p><u>Texts</u> A Visitor’s guide to Ancient Egypt How I Met Dudley by Roger McGough</p> <p><u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary • Summary • Author choice • Compare and contrast 	<p>Persuasion – 3 weeks</p> <p><i>Outcome: To write a persuasive sales pitch about Ancient Egypt.</i></p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Conjunctions, including: when, if, because, although • Plural and possessives • Verb inflections, e.g. was/were done/did <p>EDIT – CUPS</p> <p>Explanation texts – 3 weeks</p> <p><i>Outcome: To write an explanation of the mummification process</i></p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Expanded noun phrases • Paragraphs • Apostrophes to mark plurals <p>EDIT - CUPS</p>
<p>Summer 2</p>	<p><u>Texts</u> Various newspaper articles Escape in Egypt Scooby Doo short stories</p> <p><u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary • Retrieval • Inference • Prediction 	<p>Mystery stories – 3 weeks</p> <p><i>Outcome: To write a ‘Scooby Doo’ style mystery story, based in Egypt.</i></p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Expanded noun phrases • Fronted adverbials, including commas • Inverted commas to indicate direct speech <p>EDIT – CUPS</p> <p>Journalistic writing – 3 weeks</p> <p><i>Outcome: To write a newspaper report about a mysterious flying object over school!</i></p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Nouns and pronouns • Present perfect form of verbs • Conjunctions, including: when, if, because, although <p>EDIT – CUPS</p>

Poetry – 1 week

Outcome: To write an Egyptian poem

Grammar focuses:

- Expanded noun phrases

EDIT – CUPS and ARMS