

Year Group: 4 Summer 1	Core Text: The Promise – Nicola Davies The Dancing Bear – Charles Causley	Topic Links: Science - Science – Identify living things and group. Geography - Environmental issues	
Unit Written Outcomes: List poem Persuasive text – flyer to promote the planting of trees Re-write descriptive opening of story after the planting		Possible Application: Recount of any trip, experience or visitor Information text on living things	
Reading Focus: Core texts Non-fiction texts on plants, animals and urbanisation			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Explain how the writer has used words and language to show the setting of a book. Find and explain how words and language in reading that writers have used to show atmosphere, mood or feelings. Understand that writers open stories in different ways. Know that words and language in poems create effects. Explain the effect created by the poet's choice of words and language. Find evidence which shows what the theme is in a book and explain it. Make connections with books with similar themes. Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Infer and explain characters' feelings, thoughts and motives from their actions. Summarise the main idea of a text in a sentence. Skim to find specific information on a page or in a paragraph. Scan page or paragraph to find key words or information. Record key words or information found. Understand that the meaning of poems can be enhanced through performance. Watch performances of poems. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Objectives Draw on appropriate models for own writing. Make careful choices about the vocabulary to be used throughout. Understand that paragraphs mark changes in place, time or event. Know that the opening sentence (topic sentence) introduces the change. Plan paragraphs. Know that the ending of a narrative needs to relate to the beginning. Plan ending of the narrative. Understand that the structure, including opening and closings, is different depending on the text type. Understand that the language and vocabulary used is related to the text type. Explore the writer's craft in models discussed and identify the structure, language and vocabulary.</p>	<p>Objectives Develop noun phrases expanded before and after the noun. Use expanded noun phrases in own writing to add detail. Evaluate their effectiveness in painting a picture in words for the reader. Choose when to use a how , when or where fronted adverbial for an identified purpose. Use fronted adverbials to open paragraphs to show changes in time and place in narrative writing. Use pronouns to avoid repetition in writing. Use apostrophes for possession correctly in own writing</p>
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<p>Year Group: 4 Summer 2</p>	<p>Core Text: The Wind in the Willows by Kenneth Grahame (Penguin Classic and original) The River by Valerie Bloom</p>	<p>Topic Links: Geography – Settlements and river study History – Rivers in the past Science – Water Cycle</p>
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Unit Written Outcomes: Retell Explanation text – What is the water cycle?		Possible Application: Recount of any trip, experience or visitor Instructions as appropriate Information text on a river	
Reading Focus: Core texts Non-fiction texts on rivers			
Spoken Language	Reading	Writing - Composition	Writing - Grammar and Vocabulary
Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.	Objectives Identify and explain how words and language show the setting of a book – historical, cultural or social. Find similarities in books read. Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Empathise with a character. Understand why a character acted or responded or felt in a certain way. Understand why the writer wanted the character to respond in a certain way. Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Know how to use a non-fiction book to find identified information. Skim to find specific information on a page or in a paragraph. Scan page or paragraph to find key words or information. Record key words or information found. Know that words and language in poems create effects. Discuss the meaning of words and language in poems. Understand that there can be more than one interpretation of a poem.	Objectives Make careful choices about the vocabulary to be used throughout. Annotate plan with chosen vocabulary. Understand that paragraphs mark changes in place, time or event. Plan paragraphs. Know that the opening sentence (topic sentence) introduces the change. Develop and rehearse opening sentences for planned paragraphs. Develop characters by describing their actions, behaviour and speech – show not tell. Know that the plot of a narrative can be structured differently according to the kind of story. Identify the plot structure. Know that a non-narrative text needs a series of logical points leading to a closing. Know that each point is developed into a paragraph. Know that the opening sentence (topic sentence) introduces the point. Organise material to form paragraphs. Plan an opening and a closing appropriate to the text type.	Objectives Understand when it is useful to use expanded noun phrases in writing. Use expanded noun phrases in own writing to add detail. Evaluate their effectiveness in painting a picture in words for the reader. Choose when to use a how, when or where fronted adverbial for an identified purpose. (For example, how a character was feeling) Use fronted adverbials to open paragraphs to show changes in time and place in narrative writing. Use fronted adverbials to open paragraphs in non-narrative writing. (For example, in explanatory writing - After heavy rainfall ...) Use direct speech in writing to show character and move events forward. Use the comma to mark the reporting clause in direct speech in writing. Use apostrophes for possession correctly in own writing. Know when to use pronouns to avoid repetition in writing.

