



| Year 4                  | Autumn  |  |  |   |  | Spring  |   |   |  | Summer  |   |   |  |
|-------------------------|---|--|--|---|--|---|---|---|--|---|---|---|--|
|                         | Autumn 1  | Autumn 1   | Autumn 2   | Autumn 2  | Autumn 2   | Spring 1  | Spring 1  | Spring 2  | Spring 2   | Summer 1  | Summer 1  | Summer 2  | Summer 2   |
| Genres                  | <b>Narrative</b><br>Stories with historical settings  | <b>Non Fiction</b><br>Recounts, newspapers and magazines |  | <b>Poetry</b><br>Creating Images  | <b>Narrative</b><br>Stories set in imaginary worlds  | <b>Non-Fiction</b><br>Information Texts   | <b>Narrative</b><br>Stories from other cultures   | <b>Poetry</b><br>Exploring From                             | <b>Non-Fiction</b><br>Explanation Texts  | <b>Narrative</b><br>Stories which raise issues/ dilemmas  | <b>Non-Fiction</b><br>Persuasive Texts                                      | <b>Narrative</b><br>Plays   | <b>Poetry</b><br>Poet appreciation   |
| Books/ resources to use | <b>See Pie Corbett's Reading and Poetry spine.</b>  |  | <i>Amazing Aliens - Talk for Writing unit (Newspapers)</i>   |   | <i>The Lion, the Witch and the Wardrobe C S Lewis</i>  | <i>The Truth about Mountain Ogres - Talk for Writing unit (or Rivers)</i>   |   |   |  |   |   |   |  |
| Reading                 | Speak confidently about texts. I really like the part when...<br><br>The scariest/funniest part ...   | Identify key vocab and discuss possible meanings         | Use the first three letters to locate words in a dictionary.<br><br>Demonstrate active reading strategies and capture in reading journals. | Prepare a poem to perform to the class.<br><br>Perform with expression. | Orally retell a range of stories engaging the listener.<br><br>Make predictions from different parts of the story. | Analyse and evaluate texts looking at language, structure, and presentation.  | Orally respond to stories. Distinguish between information which is stated and that which is implied.<br><br>Identify and discuss themes. | Prepare a poem to perform to another class or assembly. Ide | Work out the meaning of unfamiliar vocabulary<br><br>Justify responses to the text. (Point and evidence) | Demonstrate active reading strategies and capture in reading journals.<br><br>Identify and compare themes across more than one text.  | Analyse and evaluate texts looking at language, structure and presentation. | Prepare a script to perform to another class or assembly<br><br>Use text marking/colour coding to support rehearsal.. | Prepare a poem to perform and learn by heart. Perform to the audience showing understanding through intonation, tone, volume and action. |
| Spellings               | <ul style="list-style-type: none"> <li>Words with /aw/ spelt augh and au</li> <li>Adding the prefix -in (meaning not or into)</li> <li>Adding the prefix -im (before a root with starting with 'm' or 'p')</li> <li>Adding the prefix -il</li> <li>Homophones and near homophones</li> <li>Words with /shun/</li> <li>Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</li> <li>Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</li> <li>Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</li> <li>Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</li> <li>Words with 'ough' to make a long /o/, /oo/ or /or/ sound</li> <li>Statutory Spellings Challenge Words</li> </ul> |  |  |   |  | <ul style="list-style-type: none"> <li>Homophones &amp; Near Homophones</li> <li>Nouns ending in the suffix -ation</li> <li>Nouns ending in the suffix -ation</li> <li>Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</li> <li>Plural Possessive</li> <li>Apostrophes with plural words</li> <li>Words with the /s/ sound spelt with 'sc'</li> <li>Words with a 'soft c' spelt with 'ce'</li> <li>Words with a 'soft c' spelt with 'ci'</li> <li>Word families based on common words, showing how words are related in form and meaning</li> <li>Word families based on common words, showing how words are related in form and meaning</li> <li>Statutory Spelling</li> </ul> |   |   |  | <ul style="list-style-type: none"> <li>Adding the prefix inter- (meaning 'between' or 'among')</li> <li>Adding the prefix anti- (meaning 'against')</li> <li>Adding the prefix auto- (meaning 'self' or 'own')</li> <li>Adding the prefix ex- (meaning 'out')</li> <li>Adding the prefix non- (meaning 'not')</li> <li>Words ending in -ar/ -er</li> <li>Adding the suffix -ous (No change to root word)</li> <li>Adding the suffix -ous (No definitive root word)</li> <li>Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')</li> <li>Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')</li> <li>Adverbials of frequency and possibility</li> <li>Adverbials of manner</li> </ul> |   |   |  |

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| GPS focus            | <ul style="list-style-type: none"> <li>• Create and use sentences with an adverb starter e.g. <i>Cautiously, Lila approached the fire fiend.</i> Use a comma after an adverb starter.</li> <li>• Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Use a comma after the fronted <b>adverbial</b>.</li> <li>• Use inverted commas to punctuate direct speech (speech marks).</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Identify, select and effectively use <b>pronouns</b> e.g. <i>third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its).</i></li> <li>• Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</li> <li>• Explore, identify and use Standard English verb inflections in writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</li> </ul> |   |  |   |  | <ul style="list-style-type: none"> <li>• Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> Use a comma to separate the clauses.</li> <li>• Create sentences with fronted <b>adverbials</b> for where e.g. <i>In the distance, a lone wolf howled.</i> Use a comma after the fronted adverbial.</li> <li>• Use commas after fronted <b>adverbials</b>.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> <li>• Identify, select and effectively use <b>pronouns</b> e.g. <i>second person in persuasion (you, your, yours).</i></li> <li>• Explore, identify, collect and use noun phrases e.g. <i>the pale-faced boy with hair like straw.</i></li> <li>• Use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</li> </ul> |   |   |  |   | <ul style="list-style-type: none"> <li>• Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed at the horizon.</i> Use a comma to separate the clauses.</li> <li>• Create sentences with fronted <b>adverbials</b> for when and where e.g. <i>Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared.</i> Use commas after fronted <b>adverbials</b>.</li> <li>• Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Identify, select and effectively use <b>pronouns</b> e.g. <i>first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us, our, ours).</i></li> <li>• Explore, identify, collect and use noun phrases e.g. <i>Mowzer watched the boat out in the ocean. Franny was particularly fond of the folk from up the tree.</i></li> </ul> |  |   |  |  |
| Planning             | Identify purpose and audience for writing. Discuss the vocabulary   | Identify purpose for writing. Discuss the vocabulary and structure needed.<br><br>Plan to include paragraphs    | Identify purpose for writing. Discuss the vocabulary, grammar and structure needed. Discuss and record ideas for planning using a range of formats.                                    | Identify purpose for writing. Discuss structure of poem, vocab and grammar. | Identify purpose for writing. Discuss the vocabulary, grammar and structure needed. Discuss and record ideas for planning using a range of formats   | Identify target audience. Plan to include fronted adverbials. Carefully select effective use of pronouns.   | Record planning using story mountains/chunking a plot<br><br>Plan to make effective use of noun phrases..   | Drawing upon poems read, plan to include similar poetic form. | Discuss planning with a peer and record ideas. Plan to use specific vocabulary choices.  | Identify the purpose and audience for the writing. Carefully consider structure and vocabulary. Discuss and record ideas for planning.  | Use specific planning templates to suit non-fiction text. Plan to develop vocabulary and make careful choices about when words are most appropriate.   | Discuss the purpose of the writing and how layout differs to other genres.<br><br>Record ideas for planning a play script. | Experiment with word combinations, rhyme, rhythm, alliteration, syllable count. |  |  |
| Drafting and writing | Develop characterisation using action and description.  | Improve a passage prepared by the teacher. Use paragraphs to organise writing, linking ideas across paragraphs. | Improve a passage prepared by the teacher with a focus on different sentence structures. Use paragraphs to organise writing, linking ideas across paragraphs using fronted adverbials. |   | Develop characterisation using action, dialogue and description.<br><br>Improvise and compose dialogue between two characters.<br><br>Link ideas across paragraphs using fronted adverbials. | Link ideas across paragraphs using fronted adverbials.<br><br>Use paragraphs to organise writing.   | Develop settings using vocabulary to create emphasis, humour, atmosphere or suspense.<br><br>During composition, use different sentence structures.<br><br>Use paragraphs. Improvise and compose dialogue to show a character's feelings. | Use effective vocabulary choices.                             | Confidently use fronted adverbials to link ideas.<br><br>Develop vocabulary.<br><br>Use a range of sentence structures.<br><br>Include paragraphs. | Plan and write an opening paragraph which combines setting and characters.<br><br>Improvise dialogue, demonstrating standard English.<br><br>Edit and improve your own writing independently by using different sentence structures.<br><br>Use paragraphs to organise writing, linking paragraphs with fronted adverbials. | Plan and write an effective opening.<br><br>Improvise dialogue, demonstrating standard English.<br><br>Edit and improve your own writing independently by using  | Improvise and compose dialogue.  | During and after composition, independently, edit and improve my own writing.   |  |  |
| Editing and          | Ask a friend to   | Independently   | Discuss your   |   | Discuss your   | Proofread as  | Proofread to  | Discuss   | Proofread my   | Discuss and   | Proof-read to  | Improve  | Experiment  |  |  |

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| Evaluation | proofread to check for errors in spellings, grammar and punctuation.            | proofread to check for errors in spellings, grammar and punctuation.              | own writing with the teacher and make some improvements . |  | own writing with a peer and make some improvements<br><br>Check for suitable use of fronted adverbials. | class piece to check for errors in spellings, grammar and punctuation | check for errors in spellings, grammar and punctuation in my own work. | changes with a partner. | partner's writing and suggest improvements .  | propose changes to your own and to other's writing with a small group.                        | check for errors in spelling, grammar and punctuation.<br><br>With a focus on audience and purpose, discuss and propose changes with partners and in small groups. | writing in the light of evaluation | with different word choices.                     |
| Performing | Use appropriate intonation, tone and volume to present their writing to a group | Use appropriate intonation, tone and volume to present their writing to the class |   | Use appropriate intonation tone, and volume. | Use appropriate intonation, tone and volume to present their writing to the class, or group.            |   |  |                         | Use appropriate intonation, tone and volume to present their writing to a range of audiences. | Use appropriate intonation, tone and volume to present their writing to a range of audiences. | Use the voice to respond to the use of standard and non standard English in their own writing.   | Follow stage directions.           | Use tone effectively when reading my poem aloud. |