

Year 4	Autumn Term		Spring Term		Summer Term	
Suggested Text(s)	Krindlekrax (<i>Philip Ridley</i>) Picturebook – Leon and the Place Between (<i>Angela McAllister</i>)	The Wild Robot (<i>Peter Brown</i>) Picturebook – Gregory Cool (<i>Caroline Binch</i>)	Greek Myths (<i>retold by Marcia Williams</i>) The Adventures of Odysseus (<i>Hugh Lupton</i>)	The Miraculous Journey of Edward Tulane (<i>Kate DiCamillo</i>) Picturebook – Escape from Pompeii (<i>Christina Balit</i>)	Varjak Paw (<i>SF Said</i>) Picturebook – Mufaro’s Beautiful Daughters (<i>John Steptoe</i>)	Arthur and the Golden Rope (<i>Joe Todd-Stanton</i>) Picturebook – Kai and the Monkey King (<i>Joe Todd-Stanton</i>) Wolves (<i>Emily Gravett</i>)
Writing Narrative and non-narrative	<ul style="list-style-type: none"> Character comparison – Ruskin and Elvis Non-chronological report on dragon or wyvern Design own monster in an ordinary setting (setting/character description) Write ending in role Diary entry Magazine interview Information leaflet on crocodiles <ul style="list-style-type: none"> Poetry Persuasive writing Letter News report / playscript Parallel narrative 	<ul style="list-style-type: none"> Information text / fact file / digital text Character profile Environmental change poster Email / letter Debate – conscience alley – should they press the button? Fireside speech Persuasive argument – should Roz go to the ship and save the island yet abandon her son or should she stay and protect her island community risking death? <ul style="list-style-type: none"> Fact file on Tobago Poetry Character comparison Gregory and Lennox 	<ul style="list-style-type: none"> Newspaper article Narrative from 3rd person to 1st person Auto/or biography of a hero Information text on heroes/Gods/creatures Annotated storyboards Diaries Speeches Notes for a debate 	<ul style="list-style-type: none"> Diary Sense poem, free verse poetry Retell the story within the story Playscript Biography Personal narrative as a character Write the next chapter Book trailer using key information from the text <ul style="list-style-type: none"> Setting description – contrast before and after eruption Diary entries Alternative ending Playscript Haiku Tourist leaflet 	<ul style="list-style-type: none"> Diary entries Dilema – what should Varjak do? Compare and contrast the locations of the narrative Eye witness reports Newspaper report on ‘The Vanishings’ Plot and retell the narrative from an alternative viewpoint (Cludge) <ul style="list-style-type: none"> Character comparison (daughters using double bubble). Find the evidence tasks. Debate – who would make the best ruler? 	<ul style="list-style-type: none"> Free verse poetry Script for advertisement Narrative voice: storytelling Newspaper article Writing in role: journal Letter writing Kenning Non-chronological report Comic book writing <ul style="list-style-type: none"> Menus Alternative ending Non-fiction texts Non-chronological report
Reading <i>(Progression of skills – planned into skills lessons, guided and shared reading, book talk, model texts and</i>	Word Reading <ul style="list-style-type: none"> reads a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy. 	Comprehension <ul style="list-style-type: none"> talks about books read, offering opinions and synopsis – at times with prompts. retrieves and records information from non-fiction texts. begins to draw inferences re. characters’ thoughts, feelings and motives from their actions. 	Word Reading <ul style="list-style-type: none"> reads a range of texts with fluency, understanding and expression selecting the most effective strategy. reads further CEW words. 	Comprehension <ul style="list-style-type: none"> talks about books read, offering opinions and synopsis. begins to recognise occurring themes or conventions linked to text types. expands and explains answers to questions based on texts read. 	Word Reading <ul style="list-style-type: none"> reads most words effortlessly at a speaking pace. Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words. reads further CEW noting unusual correspondences between spelling and 	Comprehension <ul style="list-style-type: none"> reads a wide range of fiction and no-fiction, including poetry. talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions. talks about themes and conventions when discussing books.

<p><i>reading for pleasure).</i></p>		<ul style="list-style-type: none"> • summarises main points of stories / information within a paragraph. • recognises the purpose, form and audience of a text. • identifies and comments on author viewpoints. • begins to read a range of different forms of poetry. • begins to prepare readings to be presented to audiences. 		<ul style="list-style-type: none"> • makes reference to texts when answering questions. • justifies inferences with evidence. • picks out vocabulary / phrases used for impact and effect. • identifies main ideas drawn from more than one paragraph and can summarise these. • predicts what might happen from details stated and implied. • names some key children's authors. • reads aloud with increasing confidence. • chooses books based on knowledge of author, text type and purpose of reading. 	<p>sound and where these occur in words.</p> <ul style="list-style-type: none"> • reads aloud with appropriate volume. 	<ul style="list-style-type: none"> • understands the different reasons for reading – for pleasure / to find information, for example. • uses the structure of books to navigate around texts. • selects books based on own reading experiences and preferences. • talks about known authors. • reads independently with sustained concentration. • offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate. • identifies how language, structure and presentation contributes to meaning. • recognises different forms of poetry. • prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume. • talks about their own reading and reading choices.
<p>G&P</p> <p>Taken from James Clements and Carol Gater documents</p>	<p><u>Consolidation/non-negotiables: -</u> <i>Uses when, if, that, because, and, but, or</i> Capital letter for proper nouns Commas in a list Present and past tense consistent (including progressive) Use of Standard English Co-ordinating conjunctions Adjectives to describe Expanded noun phrases Apostrophe for contraction and possession</p>		<p><u>New Learning: -</u> Apostrophe for possession Begin to punctuate speech Headings and sub-headings Past and present tense – present perfect tense Developing characters through dialogue Coordinating and subordinating conjunctions Plural and singular apostrophes Fronted adverbials Write in clear paragraphs across time and place Correctly punctuated speech – new speaker new line Wide range of conjunctions Noun phrases with modifying adjectives Prepositional phrases</p>			

Spelling Taken from Assessing Without Levels document	Further homophones and near homophones. Words using suffixes: <i>-ly, -ation, -ous</i> . Words with endings sounding /shun/: <i>-tion, -sion, -ssion, -cian</i> . Words ending with <i>-sure</i> and <i>-ture</i> .	Words with the /k/ sound spelt <i>ch</i> (Greek in origin). Words with the /sh/ sound spelt <i>ch</i> (mostly French in origin). Words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin). Words with the /s/ sound spelt <i>sc</i> (Latin in origin).	Possessive apostrophes with irregular plurals. Spell words from the National Curriculum word list for Years 3 and 4. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Handwriting	Writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch).		
Re-read and proof-read	Composes and rehearses sentences orally. Creates settings, characters and plots. Uses simple organisational devices – headings/sub-headings. Proof reads for spelling and punctuation errors. Proposes changes to grammar and vocabulary, including use of pronouns.		
Word list	<p style="text-align: center;">YEAR 1 COMMON EXCEPTION WORDS</p> the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our	<p style="text-align: center;">YEAR 2 COMMON EXCEPTION WORDS</p> door floor poor because find kind mind behind climb child children wild most only both old cold gold hold told clothes every everybody hour even any many great break steak pretty beautiful after fast last past father class grass pass plant path bath busy move prove improve sure sugar could should would eye people water who whole again half money parents Mr Mrs Christmas	

Word list	<p style="text-align: center;">YEAR 3/4 WORDS</p> accident (ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
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