

| YEAR 4 | Autumn 1 FIREBIRD | Autumn 2 MOUSE, BIRD, SNAKE, WOLF | Spring 1 UG: STONE AGE BOY | Spring 2 JEMMY BUTTON | Summer 1 LEON AND THE PLACE BETWEEN | Summer 2 VARJAK PAW |
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| Literary Form | Picture book | Short graphic novel | Short graphic novel | Novel | Graphic Novel | Novel |
| Link to main NC area of learning | Living things Life cycles | Science: Living Things | History: Stone Age | Geography: Human and Physical features | Science: Electricity | Art & design techniques PE – movement patterns |
| PSED & Human themes | Charity Self Help Poverty | Environmental issues Consequences of actions | Empathy Determination Perseverance | Bullying Friendship Rights | | Belonging Bullying |
| Reading: Experience, Knowledge, Skills & Strategies | <p>Predicting and summarising Making intertextual connections Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views views | <ul style="list-style-type: none"> Recognise important themes in texts read; Prepare play scripts to read aloud; Show understanding through intonation, tone, volume and action; Discuss words and phrases that capture readers' interest and imagination; Draw inferences about characters' feelings, thoughts, emotions and actions; Discuss opinions related to the themes in the text and present these as an argument | <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying how language, structure and presentation contribute to meaning discussing and evaluating how authors use language, including figurative language, considering the impact on the reader participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously providing reasoned justifications for their views | <ul style="list-style-type: none"> Increase familiarity with a range of books; Identify themes and conventions; Show understanding through intonation, tone, volume and action; Discuss words and phrases that capture readers' interest and imagination; Draw inferences about characters' feelings, thoughts, emotions and actions. | <ul style="list-style-type: none"> Increase familiarity with a range of books; Identify themes and conventions Prepare play scripts to read aloud Show understanding through intonation, tone, volume and action Discuss words and phrases that capture readers' interest and imagination Draw inferences about characters' feelings, thoughts, emotions and actions | <ul style="list-style-type: none"> Develop positive attitudes to reading by listening to and discussing a wide range of fiction Increase familiarity with a range of books Identify themes and conventions Discuss words and phrases that capture readers' interest and imagination Ask questions to improve understanding of the text Draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning |
| National Curriculum Vocabulary, Grammar, Punctuation and Spelling | <ul style="list-style-type: none"> Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. Terminology: determiner, pronoun, possessive pronoun, adverbial. | | | | | |
| Language Competency: Through reading, talk and writing | <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within | <ul style="list-style-type: none"> Participate actively in discussion and debate; Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective communication. | <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed | <p>Plan writing by</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar; Draft and write by composing and rehearsing | <p>Plan writing by</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar; Draft and write by composing and rehearsing | <p>Plan writing by;</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Draft and write by composing |

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| | <p>and across paragraphs</p> <ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors | | <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofreading for spelling and punctuation errors | <p>sentences orally;</p> <ul style="list-style-type: none"> In narrative create settings, characters and plot; Develop creative and imaginative writing by adopting creating and sustaining a range of role | <p>sentences orally;</p> <ul style="list-style-type: none"> In narrative create settings, characters and plot; Develop creative and imaginative writing by adopting creating and sustaining a range of role | <p>and rehearsing sentences orally</p> <ul style="list-style-type: none"> Draft and write by organising paragraphs around a theme In non-narrative use simple organisational devices In narratives, create settings, characters and plot Write for different purposes including about fictional personal experiences Assess the effectiveness of their own and others' writing and suggest improvements Proof-read for spelling and punctuation errors |
| <p>Extended Writing Outcome</p> | <p>Fiction: Narratives which raise issues or dilemmas Setting/Character description</p> <p>Non Fiction: Letters Poetry : Kennings</p> | <p>Non Fiction: Persuasive writing</p> | <p>Fiction: Stories with historical settings Non Fiction: Chronological reports</p> | <p>Fiction: Stories from other cultures Narrative written from another perspective</p> | <p>Fiction: Stories set in an imaginary world Non Fiction: Information Leaflets Poetry : Creating images</p> | <p>Non Fiction: Recount Note writing</p> |