

YEAR 4	Autumn 1 ???	Autumn 2 ???	Spring 1 ???	Spring 2 ???	Summer 1 ???	Summer 2 ???
Literary Form	Picture book	Novel	Short graphic novel	Novel	Graphic Novel	Novel
Link to main NC area of learning	Living things Life cycles	Art & design techniques PE – movement patterns	Science: Living Things	Art & design	History – Norse Mythology Geography - Iceland	Science – plants/trees Geography, journeys
PSED & Human themes	Charity Self Help Poverty	Belonging Bullying	Environmental issues Consequences of actions	Belonging Personal reflection Love, friendship and family	Overcoming adversity Self-Belief Determination	Responsibility Regret
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 	<ul style="list-style-type: none"> ▪ Visualising Scanning and close reading ▪ Predicting ▪ Developing inference ▪ Character comparison ▪ Looking at language ▪ Predicting and summarising Making intertextual connections 	<p>Recognise important themes in texts read;</p> <ul style="list-style-type: none"> ▪ 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"> ▪ Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ▪ Identify and discuss themes and conventions in and across a wide range of writing. ▪ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. ▪ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <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 ▪ preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <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 ▪ 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 ▪ provide reasoned justifications for their views 	<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, motives and actions ... justifying inference with evidence; ▪ Predict what might happen from details stated and implied
National Curriculum Vocabulary, Grammar,	<p>Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections.</p> <ul style="list-style-type: none"> • 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. 					

Punctuation and Spelling	<ul style="list-style-type: none"> Terminology: determiner, pronoun, possessive pronoun, adverbial. 					
Language Competency: Through reading, talk and writing	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> 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 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 proof-read for spelling and punctuation errors 					
Extended Writing Outcome	Leaflet, Instructions, Advertisement, Non-fiction book	Newspaper Argument Narrative	Argument Discussion	Autobiography Character description	Letter Non-Chronological Report	Speech Information Booklet