


















Year 4-Summer

	Year 4-Summer													
	<u>Week 1</u> 	<u>Week 2</u> 	<u>Week 3</u> 	<u>Week 4</u> 	<u>Week 5</u> 	<u>Week 6</u> 	<u>Week 7</u> 	<u>Week 8</u> 	<u>Week 9</u> 	<u>Week 10</u> 	<u>Week 11</u> 	<u>Week 12</u> 	<u>Week 13</u> 	<u>Week 14</u> 
Grammar and Punctuation	<p>Writing (Composition)</p> <p>Pupils should be taught to plan writing by:</p> <ul style="list-style-type: none">Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar.Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none">Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structuresOrganising paragraphs around a themeIn narratives, creating settings, characters, and plotIn non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">Assessing the effectiveness of their own and others' writing and suggesting improvements			<p>Writing (Composition)</p> <p>Pupils should be taught to plan writing by:</p> <ul style="list-style-type: none">Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none">Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structuresOrganising paragraphs around a themeIn narratives, creating settings, characters and plot.In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">Assessing the effectiveness of their own and others' writing and suggesting improvements			<p>Writing (Composition)</p> <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.In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.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 - Précising longer passages.Using a wide range of devices to build cohesion within and across paragraphsAssessing the effectiveness of their own and others' writing.Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p>Vocabulary, Grammar & Punctuation.</p> <ul style="list-style-type: none">Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]Brackets, dashes, or commas to indicate parenthesisUse of commas to clarify meaning or avoid ambiguity.Use of expanded noun phrases to convey complicated information concisely.Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6).The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as if I were or were they to come in some very formal writing and speech] (Y6).			<p>Writing (Composition)</p> <ul style="list-style-type: none">Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.Discussing and recording ideas.Organising paragraphs around a themeIn non-narrative material, using simple organisational devices [for example, headings and sub-headings].Assessing the effectiveness of their own and others' writing and suggesting improvements.Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.Proof-read for spelling and punctuation errors.Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Vocabulary, Grammar & Punctuation.</p>				

	<ul style="list-style-type: none">Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesProof-read for spelling and punctuation errorsRead aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Vocabulary, Grammar & Punctuation Pupils should be taught to: <ul style="list-style-type: none">Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughUse the present perfect form of verbs in contrast to the past tenseChoose nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionAppropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetitionUse conjunctions, adverbs and prepositions to express time and causeUse fronted adverbialsUse commas after fronted adverbialsIndicate possession by using the possessive apostrophe with plural nounsUse and punctuating direct speechNoun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)			<ul style="list-style-type: none">Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionAppropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.Use conjunctions, adverbs and prepositions to express time and cause.Use fronted adverbials.Use commas after fronted adverbials.Indicate possession by using the possessive apostrophe with plural nouns.Use and punctuating direct speech.Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).									<ul style="list-style-type: none">Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.Using conjunctions, adverbs, and prepositions to express time and cause.Using fronted adverbials.Learning the grammar for years 3 and 4 in English Appendix 2.Using commas after fronted adverbials.Indicating possession by using the possessive apostrophe with plural nouns.Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.		
Alan Peat	All the W's 3 ed sentences	List sentences	-ing, -ed sentences Verb, person			2A sentences ing, -ed sentences Verb, person			Emotion, (comma)	Imagine sentences	Then; then; then; now	Verb, person			
Spelling Spelling Shed.	Challenge words	Homophones	Words spelled with c before l and e	Words containing 'sol' and 'real'	Words containing 'phon' and 'sign'	Words with prefixes 'super' 'auto' and 'anti'	Words with the prefix bi meaning 2	Challenge words	Words that re plurals with possessive apostrophes	Revision	Revision	Revision	Revision		
Handwriting	eight enough exercise experience	experiment extreme famous favourite	February forward forwards 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	occasionally often opposite	ordinary particular peculiar perhaps	popular position possess possession	possible potatoes pressure probably	promise purpose quarter question	
VIPERS	Summer 1: Kensuke's Kingdom Non fiction texts from Literacy Shed+								Summer 2: Viking Boy Non fiction texts from Literacy Shed+						
VIPERS Sequence	See separate Reading VIPERS Document.														
Class reading books	Reading for Pleasure														
Writing outcomes	The Mermaid of Zennor Letters, informal language, different points of view, character descriptions Final Outcome:			Kensuke's Kingdom Haikus, tankas, 1 st person story, leaflets Final Outcome: Leaflet on experiencing Michael's journey (Cross-curricular linked with activity day with RED-Assessed)					Beowulf Descriptive writing, reviews of different versions.			Recording Podcasts Final Outcome: A recorded and edited podcast about their time in Year 4.			

	An innovated legend (Assessed)			Retell of story through Haikus (decorated with Japanese blossoms)					Final Outcome: The next part of Grendel’s story (his mother’s revenge) (Assessed)						
Writing Sequence	Lesson 1: To use question openers and modal verbs. Lesson 2: To investigate unknown words. Lesson 3: To use the present perfect tense. Lesson 4: To use conjunctions . Lesson 5: To use fronted adverbials	Lesson 1: To write in 1 st person. Lesson 2: To use adverbials to link paragraphs. Lesson 3: To use possessive apostrophes. Lesson4: To use subheadings. Lesson 5: To create a new character .	Lesson 1: To plan my innovated story. Lesson 2: To use paragraphs in my writing. Lesson 3: To use adverbials in my story. Lesson 4: To edit and improve my story. Lesson 5: To present my story.	Lesson 1: To sort words according to syllables. Lesson 2: To create haikus. Lesson 3: To create haikus about a character. Lesson 4. To retell a story through haikus Lesson 5: To present my haikus.	Lesson 1: To sort words according to syllables. Lesson 2: To create tankas. Lesson 3: To create tankas about a character. Lesson 4. To retell a story through tankas Lesson 5: To orally present my haikus.	Lesson 1 to investigate a character in depth. Lesson 2: To write as a character. Lesson 3: To retell <i>The Black Hat</i> as Kensuke Lesson 4: To continue <i>The Black Hat</i> . Lesson 5: To edit and improve my story.	Lesson 1: to plan my leaflet (about the island) Lesson 2: To use adverbials. Lesson 3: To use. Lesson 4: To edit and improve my leaflet. Lesson 5: To share my work.	Lesson 1: to plan my leaflet (about the activity day). Lesson 2: To use adverbials. Lesson 3: To write the next 2 paragraphs. Lesson 4: To edit and improve my leaflet. Lesson 5: To present my leaflet.	Lesson 1: To form and justify opinions. Lesson 2: To write kennings. Lesson 3: To use formal language. Lesson 4: To use superlatives. Lesson 5: To use dialogue.	Lesson 1: To use expanded noun phrases. Lesson 2: To use adverbials. Lesson 3: To use descriptive vocabulary. Lesson 4: To use noun phrases Lesson 5: To share my work.	Lesson 1: To create a word bank. Lesson 2: To retell a clip. Lesson 3: To retell a clip. Lesson 4: To plan my story. Lesson 5: To orally tell my story.	Lesson 1: To use noun phrases. Lesson 2: To use adverbials Lesson 3: To use direct speech. Lesson 4: To edit and improve my writing. Lesson 5: To present my work.	Lesson 1: To learn about podcasts. Lesson 2: To review podcasts. Lesson 3: To plan the content of my podcast. Lesson 4: To consider editing processes. Lesson 5: To record my podcast.	Lesson 1: To make changes to my podcast. Lesson 2: To add effects to my podcast. Lesson 3: To evaluate my podcast. Lesson 4: To perform my podcast.	