













# Year 4 Summer

	Week 1 	Week 2 	Week 3 	Week 4 	Week 5 	Week 6 	Week 7 	Week 8 	Week 9 INSET	Week 10 Assesse nt Week	Week 11	Week 12	Week 13 wellness week 	Week 14 
<b>Grammar and Punctuation</b>	<p>Writing (Composition) Pupils should be taught to plan writing by:</p> <ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof-read for spelling and punctuation errors</li> <li>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</li> </ul> <p>Vocabulary, Grammar &amp; Punctuation Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use fronted adverbials</li> <li>Use commas after fronted adverbials</li> </ul>			<p>Writing (Composition) Pupils should be taught to plan writing by:</p> <ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof-read for spelling and punctuation errors</li> <li>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</li> </ul> <p>Vocabulary, Grammar &amp; 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Punctuation • 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 parenthesis • Use 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>		<p>Writing (Composition) • 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 theme • In 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</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Vocabulary, Grammar &amp; Punctuation • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>Using fronted adverbials</li> <li>Learning the</li> </ul>					

	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)												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			
<b>Alan Peat</b>	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			
<b>Spelling Spelling Shed.</b>	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	Wellness Week		
<b>Handwriting</b>	Bottom exit	Top exit	Mixed joins	Mixed joins	Mixed joins	Mixed joins	Bottom exit	Top exit	Mixed joins	Mixed joins	Mixed joins	Mixed joins	Wellness week	Mixed joins		
<b>VIPERS</b>	Summer 1: Kensuke's Kingdom Non-fiction texts from Literacy Shed+								Summer 2: Viking Boy Non-fiction texts from Literacy Shed+							
<b>Class reading books</b>	<b>Reading for Pleasure Arti and the Blue Gods Jasbinder Balin</b>															
<b>Writing outcomes</b>	<b>The Mermaid of Zennor</b> Letters, informal language, different points of view, character descriptions  <b>Final Outcome:</b> An innovated legend (Assessed)				<b>Kensuke's Kingdom</b> Haikus, tankas, 1 <sup>st</sup> person story, leaflets  <b>Final Outcome:</b> Leaflet on experiencing Michael's journey (Cross-curricular linked with activity day with RED-Assessed)  Retell of story through Haikus (decorated with Japanese blossoms)					<b>Beowulf</b>  Descriptive writing, reviews of different versions  <b>Final Outcome:</b> The next part of Grendel's story (his mother's revenge) (Assessed)					Final Outcome:  A recorded and edited podcast about their time in Year 4	
<b>Writing Sequence</b>	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	Lesson 1: To write in 1 <sup>st</sup> person Lesson 2: To use adverbials to link paragraphs Lesson 3: To use possessive apostrophes Lesson 4: To use subheadings Lesson 5: To create a new character	<b>MAY DAY</b> 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 1: to plan my leaflet (about the activity day)	<b>INSET</b> 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.	<b>INSET</b> Lesson 2: To write kennings Lesson 3: To use formal language Lesson 4: To use superlatives Lesson 5: To use dialogue	<b>ASSESSMENT WEEK</b> 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		

