	Year 4 Summer												
	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 INSET BEOKIGLS - CPBODE 1	Week 10 Assessme nt Week	Week 11 mediate Recurl (- ethore)	Week 12	Week 13 wellness week	Week 14
Gramma r and Punctuat ion	 Writing (Composition) Pupils should be taught to plan writin Place the possessive apostrophe acion with regular plurals [for example, girl: boys'] and in words with irregular pluchildren's] Discussing writing similar to that which planning to write in order to understa and learn from its structure, vocabula Discussing and recording ideas Draft and write by: Composing and rehearsing sentence dialogue), progressively building a varied and rich vocabulary and an incesentence structures Organising paragraphs around a the linn arratives, creating settings, char lin non-narrative material, using sim devices [for example, headings and sub-headings] Evaluate and edit by: Assessing the effectiveness of their writing and suggesting improvements Proof-read for spelling and punctua Read aloud their own writing, to a g class, using appropriate intonation ar controlling the tone and volume so the clear Vocabulary, Grammar & Punctuation taught to: Extend the range of sents on eclause by using a wider range of for including when, if, because, although perfect form of verbs in contrast to the Chose nouns or pronouns appropriate consistency. 	curately in words s', irals [for example, hich they are and ary and grammar es orally (including reasing range of erne racters and plot iple organisational own and others' s vocabulary to ccurate thon errors group or the whole ad the meaning is Pupils should be ences with more than conjunctions, • Use the present he past tense • he past tense • tely for clarity and opropriate choice of entences to aid conjunctions, adverbs cause • Use fronted	Writing (Composi Pupils should be t Place the posses example, girls', boys'] and in worr Discussing writii understand and learn from its Discussing and r Draft and write by Composing and r Draft and write by Composing para varied and rich vo Organising para In narratives, cre In non-narrative headings and sub-headings] Evaluate and edit Assessing the ef improvements Proposing chang including the accu use of pronouns i Proof-read for sy Read aloud thei intonation and controlling the to Vocabulary. Gram range of sentence conjunctions, incl form of verbs in c appropriately for choice of pronour repetition - Use c Use fronted ady possession by usin punctuating direcc adjectives, nouns math steacher with	aught to plan w sive apostroph ds with irregula g similar to the structure, voca ecording ideas r rehearsing sent cabulary and ai graphs around : aating settings, material, using by: fectiveness of t ges to grammar rate n sentences pelling and pun r own writing, t he and volume mar & Punctua using when, if, portrast to the p clarity and cohe i or noun within or noun within s t speech • Nou and preposition	e accurately in r plurals [for ex- at which they a ibulary and gra- tences orally (ir n increasing rar a theme characters and g simple organi: heir own and o and vocabular ictuation errors o a group or th so that the me- tion Pupils sho an one clause b because, althor iast tense • Che esion and to aw iverbs and prep mmas after fre ve apostrophe v	ample, children's re planning to wr mmar hcluding dialogue uge of sentence s plot sational devices [thers' writing an y to improve con e whole class, usi aning is clear uld be taught to: y using a wider rr ugh • Use the pre pose nouns or pr poid repetition • A thences to aid co vositions to expre interd adverbials with plural nouns with plural nouns), progressively cructures for example, d suggesting sistency, mg appropriate • Extend the ange of sent perfect mouns ppropriate hesion and avoid ss time and cause • Indicate • Use and ion of modifying	writing as models for how authors have of have read, listened grammar and vocat and enhance meani and atmosphere an advance the action devices to build cof the effectiveness of to vocabulary, gram clarify meaning Vocabulary, Gramm who, which, where, pronoun • Indicatin example, perhaps, s will, must] • Linking [for example, later] example, secondly] before] • Brackets, commas to clarify m noun phrases to coi to build cohesion w this, firstly] • How v antonyms [for exam between structures appropriate for for subjunctive forms s	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 paragraphs • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Vocabulary, Grammar & 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, hen, 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)				obsition) • ting similar to ey are planning to to understand its structure, d grammar • d recording ideas varagraphs around ion-narrative g simple I devices [for dings and sub- sessing the of their own and g and suggesting s • Proposing mmar and improve induding the of pronouns in proof-read for unctuation errors their own writing, the whole class, the whole class, n, if, because, oosing nouns or ropriately for reasing a f conjunctions, n, if, because, oosing nouns or ropriately for resion and to o express time sing fronted earning the

	with plural non Noun phrases adjectives, non	ssion by using th uns • Use and pu expanded by the uns and preposit ded to: the strict	inctuating dire addition of m ion phrases (e.	ct speech • nodifying .g. 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 List -ing, -ed sentences 2A sentences Emotion, 3 ed sentences Verb, person ing, -ed sentences (comma) sentences Verb, person Verb, person Verb, person									Imagine sentences	Then; then; then; now	Verb, person				
Spelling Spelling Shed.	Challenge Homophones Words words Spelled with c before I 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	Challeng e words	with	ds that re plurals possessive strophes	Revision	Revision	Revision	Wellness Week		
Handwrit ing	Bottom exit	Top exit	Mixe	ed joins	Mixed joins	Mixed	Mixed	Bottom exit	Top exit	Mixe	ed joins	Mixed joins	Mixed joins	Mixed joins	Wellness week	Mixed joins
VIPERS		Summer 1: Kensuke's Kingdom joins joins Summer 2: Viking Boy Non-fiction texts from Literacy Shed+ Non-fiction texts from Literacy Shed+										I	WEEK	I		
Class reading books Writing	The Mermai	Reading for Pleasure Arti and the Blue Gods Jasbinder Balin											Final Outcome			
outcome s	character de	·	·	: of view,	Final Outcome: Leaflet on experiencing Michael's journey (Cross-curricular linked with activity day with RED-Assessed)						Descriptive writing, reviews of different versions Final Outcome: The next part of Grendel's story (his mother's revenge) (Assessed)				A recorded and edited podcast about their time in Year 4	
Writing Sequenc e	Lesson 1: To use question openers and modal verbs Lesson 2: To investigate unknown words Lesson 3: To use the prefect tense Lesson 4: To use conjunction s Lesson 5: To use	Lesson 1: To w in 1 st person Lesson 2: To u adverbials to 1 paragraphs Lesson 3: To u possessive apostrophes Lesson 4: To u subheadings Lesson 5: To c a new charact	Lesss se my ir link story lesse para writi Lesss se adve story reate Lesss ter and story Lesss	on 2: To use agraphs in my ing on 3: To use erbials in my y on 4: To edit improve my	Lesson 1: To sort words according to syllables Lesson 2: 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 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</i> <i>Hat as</i> Kensuke Lesson 4: To continue <i>The Black</i> <i>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)	INSET Lesson 2: Tu use adverb Lesson 3: Tu write the nu 2 paragrapi Lesson 4: Tt edit and improve mu leaflet Lesson 5: Tt present my leaflet.	als pext ns p	INSET Lesson 2: To write kennings Lesson 3: To use formal language Lesson 4: To use superlatives Lesson 5: To use dialogue	ASSESSMEN T WEEK 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

fronted							
adverbials							