Year 4 - Autumn Week 2 Week 3 Week 4 Week 6 Week 10 Week 11 Week 12 Week 13 POMPEII \$1000ED-FECOSED-[[costp4 Writing (Composition) Plan their writing by: Writing (Composition) Plan writing Grammai Writing (Composition): Writing (Composition) Plan writing by: Writing (Composition) Plan . Discussing writing similar to that which they are . Discussing writing similar to that which they are planning **Punctuatio** Plan their writing by: planning to write in order to understand and learn · Discussing writing similar to that to write in order to understand and learn from its writing by: from its structure, vocabulary and grammar which they are planning to write in structure, vocabulary and grammar Discussing Discussing writing similar to that which they are writing similar to Draft and write by: order to understand and learn from Discussing and recording ideas Draft and write by: • In narratives, creating settings, characters and plot that which they are planning to write in order to understand and · Composing and rehearsing sentences orally its structure, vocabulary and learn from its structure, vocabulary and (including dialogue), progressively building a varied grammar . Discussing and recording Evaluate and edit by: planning to write in grammar, discussing and recording ideas and rich vocabulary and an increasing range of · Assessing the effectiveness of their own and others' order to Draft and write by: sentence structures (English Appendix 2) Draft and write by: writing and suggesting improvements understand and · Organising paragraphs around a theme • Composing and rehearsing Proposing changes to grammar and vocabulary to learn from its Composing and rehearsing sentences orally • In narratives, creating settings, characters and plot. sentences orally (including improve consistency, including the accurate use of structure, vocabulary and dialogue), progressively building a (including dialogue), progressively building a Evaluate and edit by: pronouns in sentences · Assessing the effectiveness of their own and others' • Proof-reading for spelling and punctuation errors varied and rich vocabulary and an increasing varied and rich vocabulary and an grammar range of sentence structures (English Appendix writing and suggesting improvements increasing range of sentence Vocabulary, Grammar & Punctuation · Discussing and recording ideas 2), organising paragraphs around a theme, in Proposing changes to grammar and vocabulary to structures (English Appendix 2) · Expressing time, place and cause using conjunctions [for narratives, creating settings, characters and improve consistency, including the accurate use of · Organising paragraphs around a example, when, before, after, while, so, because], adverbs Draft and write by: plot pronouns in sentences theme [for example, then, next, soon, therefore], or prepositions In narratives. Vocabulary, Grammar & Punctuation . In narratives, creating settings, [for example, before, after, during, in, because of] creating settings, Evaluate and edit by: · Expressing time, place and cause using conjunctions characters and plot Evaluate and • Introduction to paragraphs as a way to group related characters and plot [for example, when, before, after, while, so, because], edit by: • Assessing the Evaluate and edit Assessing the effectiveness of their own and adverbs [for example, then, next, soon, therefore], or effectiveness of their own and • Introduction to inverted commas to punctuate direct by: . Assessing the others' writing and suggesting others' writing and suggesting improvements, prepositions [for example, before, after, during, in, speech effectiveness of Noun phrases expanded by the addition of modifying proposing changes to grammar and vocabulary because of improvements their own and Noun phrases expanded by the addition of modifying to improve consistency, including the accurate · Proposing changes to grammar adjectives, nouns and preposition phrases (e.g. the teacher others' writing and use of pronouns in sentences, proof-read for adjectives, nouns and preposition phrases (e.g. the and vocabulary to improve expanded to: the strict maths teacher with curly hair) suggesting spelling and punctuation errors, read aloud their teacher expanded to the strict maths teacher with consistency, including the accurate • Fronted adverbials [for example, Later that day, I heard improvements Proposing own writing, to a group or the whole class, using curly hair) use of pronouns in sentences the bad news.1 Fronted adverbials [for example, Later that day, I Proof-read for spelling and • Use of inverted commas and other punctuation to appropriate intonation and controlling the tone changes to and volume so that the meaning is clear. indicate direct speech heard the bad news.1 punctuation errors grammar and Use of paragraphs to organise ideas around a theme vocabulary to Vocabulary, Grammar & Punctuation: Appropriate choice of pronoun or noun within and improve across sentences to aid cohesion and avoid repetition consistency, Place Value of Punctuation and Grammar unit Use of inverted commas and other punctuation to including the for the first half term. This runs alongside: indicate direct speech . Use of commas after fronted accurate use of Extending the range of sentences with more adverbials • Introduction to inverted commas to pronouns in than one clause by using a wider range of punctuate direct speech sentences conjunctions, including when, if, because, · Proof-reading for although, using the present perfect form of spelling and verbs in contrast to the past tense, using punctuation errors conjunctions, adverbs and prepositions to Vocabulary, express time and cause, learning the grammar Grammar & for years 3 and 4 in English Appendix 2, using Punctuation and punctuating direct speech, using Layout Expressing time, devices [for example, headings, sub-headings, place and cause columns, bullets, or tables, to structure text], using conjunctions use and understand the grammatical Ifor example.

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			dix 2 accurately ssing their writing											when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • 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) • Fronted adverbials [for example, Later that day, I heard the bad news.] • 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
Alan Peat Sentences			2AA sentences		2AA sentences				If, if, if, then As ly Emotion (comma) Verb, personing,ed BOYS sentences					2AA sentences With a(n) action, more action.
Spelling Spelling Shed.	Homo P phone s or near homop hones	Prefix 'in'	Prefix 'il', 'im', 'ir'	Prefix 'sub'	Prefix 'inter'	Challenge word	ds Su	uffix -ation	DO13	Suffix -ation	Suffix -ly	Suffix -Ily	'ch' says 'sh'	Challenge words
Handwritin g	Whole words, Capital letters & bottom exit letter joins			words	Whole words, Capital letters & bottom exit letter joins			it	Whole words, Capital letters & top exit letter joins	Whole words and joins	Whole words and joins	Whole words and joins	Whole words and joins	
		Autumn 2 – Colonel Fazackerley Butterworth Toast – Charles Causley (Poetry) The Girl who Stole an Elephant – Nizrana Farook												

									Non-fiction texts from Literacy Sh			
Writing outcomes	Flooded Writing in role, diary entries, dialogue, persuasive pleas Final Outcome: Non – Chronological Report			The Selfish Giant Letters, posters, signs, Final Outcome:An innovated story about kindness (Assessed)		Cinnamon Adverts, simile poems, diary, conversations using direct speech. Final Outcome: Diary entry		Escape from Pompeii Setting descriptions, news reported in the second se	One Christmas Wish Drama, summaries, different points of view Final Outcome A story opener			
Writing Sequence	Lesson 1: To make predictions Lesson 2: To make inferences and predictions Lesson 3: To write an imagined conversation Lesson 4: To create questions and find solutions to a problem Lesson 5: To write in role	Lesson 1: To write to inform and persuade Lesson 2: To create imagined conversati on Lesson 3: Tp reflect on the outcomes of a situation Lesson 4: To begin to write a leaflet Lesson 5: To finish writing a leaflet	Lesson 1: To plan a leaflet Lesson 2: To write the introduction Leson 3: To write the next paragraphs Lesson 4: To edit my writing Lesson 5: To present my writing	Less on1: To writ e sent ence s Less on 2: To use nou n phra ses Less on 3: To use conj uncti ons Less on Less	Lesson 1. To use conjuncti ons Lesson 2. To use conjuncti ons Lesson 3 To use noun phrases Lesson 4 To identify different types of sentences . Lesson 5 To identify key events	Lesso n1. To plan my descri ptive story Lesso n 2. To begin writin g my story Less on 3 To contin ue my writin g Lesso n 4 To contin ue my writin g. INSE T DAY	Lesson1. To present my work (Assessed piece) Lesson 2. To express my opinions Lesson 3. To use language Lesson 4. To use emotive language	Lesson 1. To use similes Lesson 2. To use adjectives Lesson 3. To use a reporting clause. Lesson 4. To use subordinating conjunctions Lesson 5 To share writing and constructively criticize a partner's work	Lesson 1. To identify and use verbs. Lesson 2. To use prepositional phrases Lesson 3. To examine a character Lesson 4 To write a letter Lesson 5. To create a news report	Assessment Week Lesson 3. To complete my news report Lesson 4. To organise the main events of a story Lesson 5: To plan my story	Lesson 1. To start writing my story. Lesson 2. To continue writing my story Lesson 3. to edit and improve my story Lesson 4. To present my story	Lesson 1. To analyse a story opener Lesson 2. To plan an innovated version of the story openers. Lesson 3. To write my story opener