

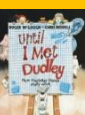
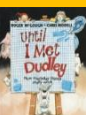







	Year 4-Spring												
	<u>Week 1</u> 	<u>Week 2</u> 	<u>Week 3</u> 	<u>Week 4</u> 	<u>Week 5</u> 	<u>Week 6</u> 	<u>Week 7</u> 	<u>Week 8</u> 	<u>Week 9</u> 	<u>Week 10</u> 	<u>Week 11</u> 	<u>Week 12</u>	<u>Week 13</u>
Grammar and Punctuation	<p>Writing (Composition) Plan writing by:</p> <ul style="list-style-type: none">• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <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 structures (English Appendix 2). <p>In narratives, creating settings, characters and plot</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• 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. <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">• Expressing, soon, therefore], or prepositions [for example, before, after, during, in, because of]• Noun phrases expanded by the addition of modifying		<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 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. <ul style="list-style-type: none">• 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">• 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.		<p>Writing (Composition) Plan writing by:</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. <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 structures (English Appendix 2) <p>In narratives, creating settings, characters and plot</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• 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 <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">• Expressing, soon, therefore], or prepositions [for example, before, after, during, in, because of].		<p>Writing (Composition)</p> <ul style="list-style-type: none">• Plan their writing by discussing the structure, vocabulary, and grammar of a range of writing and by discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none">• Creating settings, characters, and plots• Assessing their own and others' writing so as to improve meaning and effectiveness• Propose changes to grammar and vocabulary to improve consistency• Proofread for spelling and punctuation• Read aloud their own writing to a group or whole class using intonation and controlling tone and volume so that their meaning is clear. <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">• Add clarity and detail to sentences by adding fronted adverbials.• Expand noun phrases by the addition of modifying adjectives, nouns and prepositions (e.g. the teacher expanded to the strict teacher with curly hair).• Inverted commas for direct speech and using a comma after the reporting clause e.g. The conductor shouted, 'Sit down!').						

	adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.		• 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.			• 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). • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.							
Alan Peat	2A sentences '...as a' '...like a'	Double ly sentences	All the W's Noun, which/where/who	De: De sentences		2A sentences Outside, inside.	2 pairs sentences	'as a' '...like a'	Ing, ed	All the W's Emotion, (comma)	Double 'ly' sentences		
Spelling Spelling Shed.	Words ending in '-sion'	Words ending in '-ous'	Words ending in '-ous-' inc ge	Words where a suffix is added to ys	Words ending in '-ious' and '-eous'	Challenge words	Words where 'au' says 'or'	Words ending in '-tion'	Words ending in '-sion'	Words ending in '-cian'	Adverbs of manner		
Handwriting	ere ure oa oo	oh oi on or	ou ov ow oy	wh accident accidentally actual	actually address answer appear	arrive believe bicycle breath	breathe build busy business	calendar caught centre certain	circle complete consider continue	decide describe different difficult	disappear early earth eight		
VIPERS	Spring 1 – There's an alien in the Jam Factory – Chrissie Sains Non-fiction texts from Literacy Shed+								Spring 2 – Iron Man – Ted Hughes From a Railway Carriage – Robert Louis Stevenson Non-fiction texts from Literacy Shed+				
VIPERS Sequence	See separate Reading VIPERS document.												
Class reading books	Reading for Pleasure												
Writing outcomes	Jabberwocky Nonsense words, exploring different versions, reviews. Final outcome: Performance to Y3		Until I met Dudley Posters, letters, explanations. Final Outcome: Explanations (Cross curricular - Assessed)			Soar Character descriptions, playscripts. Final Outcome: An innovated story based on Soar (Assessed)		The Iron Man News report, character description, letter, diary. Final Outcome: Newspaper report (Assessed)					
Writing Sequence	Lesson 1: To investigate word classes. Lesson 2: To interrogate text. Lesson 3: To interpret a narrative. Lesson 4: To use expanded noun phrases. Lesson 5: To create a fantastical creature.	Lesson 1: To write a descriptive piece. Lesson 2: To edit and improve my writing. Lesson 3: To review oral telling of poems. Lesson 4: To develop oracy skills.	Lesson 1: To use conjunctions. Lesson 2: To use a range of question openers. Lesson 3: To write a letter. Lesson 4: To write a simple explanation. Lesson 5: To use relative clauses	Lesson 1: To plan an explanation. Lesson 2: To write an explanatory paragraph. Lesson 3: To make notes. Lesson 4: To write a formal explanation. Lesson 5: To edit and improve my work.	Lesson 1: To plan an explanation. Lesson 2: To begin to write my explanation. Lesson 3: To continue writing my explanation. Lesson 4: To edit and improve my explanation.	Lesson 1: To use expanded noun phrases. Lesson 2: To write a character description. Lesson 3: To use dialogue. Lesson 4: To turn dialogue into a playscript. Lesson 5: To complete my playscript.	Lesson 1: To plan an innovated story. Lesson 2: To start my story. Lesson 3: To continue my story. Lesson 4: To edit and improve my story. Lesson 5: To present my story.	Lesson 1: To use modal verbs. Lesson 2: To use formal language. Lesson 3: To use similes. Lesson 4: To use reported speech. Lesson 5: To use modal verbs.	Lesson 1: To Write a diary entry. Lesson 2: To identify imagery. Lesson 3: To use multi clause sentences. Lesson 4: To build suspense. Lesson 5: To use quotes as evidence.	Lesson 1: To identify features of a news article. Lesson 2: To write a lead paragraph. Lesson 3: To use direct speech. Lesson 4: To use	Lesson 1: To plan my news report. Lesson 2: To start writing my news report. Lesson 3: To continue writing my news report. Lesson 4: To edit and improve my work. Lesson 5: To present my work.		

		Lesson 5: To perform a poem.			Lesson 5: To present my explanation						reported speech. Lesson 5: To conclude and edit my work.			
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