



Year 4 Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
												
Grammar and Punctuation	<p>Writing (Composition) Plan writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by: • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • In narratives, creating settings, characters and plot Evaluate and edit by: • 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> <p>Vocabulary, Grammar & Punctuation • Expressing, 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) • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</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 • 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> <p>Vocabulary, Grammar & Punctuation • 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</p>			<p>Writing (Composition) Plan writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by: • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • In narratives, creating settings, characters and plot Evaluate and edit by: • 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> <p>Vocabulary, Grammar & Punctuation • Expressing, 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) • Appropriate choice of pronoun or noun within and across sentences to aid</p>		<p>Writing (Composition) Plan writing by: • Discussing the structure, vocabulary and grammar of a range of writing and by discussing and recording ideas.</p> <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 • Proof read 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 • 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!')</p>				

						cohesion and avoid repetition							
Alan Peat	2A sentences '...as a' '...like a'	Double ly sentences	All the W's Noun, which/wh ere/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 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	Top exit letters joining to Group T1 letters	Top exit letters joining to Group T2 letters	Mixed letter families	Mixed letter families & bottom join letters	Mixed letter families & top exit letter joins	Mixed letter families & joins	Bottom exit letters to Grps B1 and B2	Bottom exit letters to the letter e	Top exit letters to the letter e	Top exit letters joining group T2 letters	Top exit letters joining group T2 letters	Numbers and symbols	
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+					
Class reading books	Reading for Pleasure Leonora Bolt Lucy Brandt												
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 <i>Soar</i> (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 a poem Lesson 4: To develop oracy skills Lesson 5: To perform a poem	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 5: To present 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 reported speech Lesson 5: To conclude and edit my work	Assessment Week	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.	