	Year 4 Autumn												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13 Concernment On Communities
Grammar and Punctuation	Basic Punctuation. Punctuate these sentences.	 Writing (Composition) Plan their 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) Organising paragraphs around a theme 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 Vocabulary, Grammar & Punctuation Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or propositions [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 • Use of formas after 			are planning order to und learn from it vocabulary a • Discussing recording idd Draft and wr • Composing rehearsing so orally (incluu dialogue), pr building a va vocabulary a increasing ra sentence str (English App • Organising around a the • In narrativ settings, cha plot Evaluatt • Assessing I effectivenes own and oth and suggesti improvemer • Proposing	by: writing at which they to write in erstand and s structure, ind grammar and eas ite by: g and entences ding orgressively ried and rich ind an inge of uctures endix 2) paragraphs imme es, creating racters and e and edit by: the s of their ers' writing ng ts changes to d vocabulary onsistency, e accurate uuns in for spelling	Writing (Comp writing by: • Discussing with that which the planning to wito to understand from its struct vocabulary an • Evaluate anc • Assessing th effectiveness of and others' wi suggesting imj • Proposing cf grammar and to improve coi including the a of pronouns ir • Proof-readin and punctuatio Vocabulary, G Punctuation • Use of parag organise ideas theme • Apprichoice of pron within and acr sentences to a and avoid report	rriting like by are ite in order and learn ure, d grammar nd recording d write by: le dit by: e of their own iting and provements hanges to vocabulary nsistency, accurate use a sentences g for spelling on errors g for spelling on errors arammar & rraphs to around a opriate oun or noun oss id cohesion	and learn from its st Discussing and recor In narratives, create Assessing the effect improvements Proposing changes accurate use of pron Proof-reading for s Vocabulary, Gramm: Expressing time, p while, so, because], example, before, aft Introduction to pa Introduction to inv	similar to that which ructure, vocabulary ; ding ideas Draft and ting settings, charact tiveness of their ow to grammar and voc iouns in sentences are R Punctuation lace and cause using adverbs [for example er, during, in, becau: ragraphs as a way to verted commas to pu anded by the additio cher expanded to: th [for example, Later	and grammar write by: ers and plot Evaluat n and others' writin cabulary to improve cion errors conjunctions [for ex e, then, next, soon, t se of] group related mate nctuate direct speec n of modifying adjuent that day, I heard the	g and suggesting consistency, including the ample, when, before, after, herefore], or prepositions [for rial th tives, nouns and preposition er with curly hair) bad news.]	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 • Discussing and recording ideas Draft and write by: • 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 • Proof-reading for spelling and punctuation errors Vocabulary, Grammar & Punctuation

	1			T								
		fronted adverbials • Intro			d their own							place and cause using
		commas to punctuate di	rect speech		group or the							conjunctions [for
				whole class,								example, when,
				appropriate								before, after, while,
					ing the tone							so, because], adverbs
				and volume								[for example, then,
				meaning is o								next, soon,
					Grammar &							therefore], or
				Punctuation								prepositions [for
					time, place							example, before,
				and cause u								after, during, in,
				conjunction								because of]
				example, wi								 Noun phrases
					so, because],							expanded by the
				adverbs [for								addition of modifying
				then, next, s								adjectives, nouns and
				therefore], o								preposition phrases
				prepositions								(e.g. the teacher
				example, be								expanded to: the
				during, in, b								strict maths teacher
				Noun phr								with curly hair)
					the addition							Fronted adverbials
				of modifying								[for example, Later
				nouns and p								that day, I heard the bad news.]
				expanded to	. the teacher							 Use of paragraphs
					er with curly							to organise ideas
				hair)	er with curry							around a theme
					verbials [for							Appropriate choice
					ter that day, I							of pronoun or noun
				heard the ba								within and across
				Use of particular								sentences to aid
				organise ide								cohesion and avoid
				theme	as around a							repetition
				Appropria	te choice of							Use of inverted
				pronoun or								commas and other
				and across s								punctuation to
				aid cohesion								indicate direct speech
				repetition •								indicate an eet speceri
				inverted cor								
				other punct								
				indicate dire								
Alan Peat		1	2AA sentences	malcate dife	244			If, if, if, then				2AA sentences
Sentences			Zon senteneds		sentences			As ly				With a(n) action,
50					sentences			Emotion (comma)				more action.
								Verb, person				.nore action.
								ing,ed				
								BOYS sentences				
Spelling	Y3/4	Homop Prefix 'in'	Prefix 'il', 'im', 'ir'	Prefix	Prefix	Challenge	Suffix -ation	Suffix -ation	Suffix -ly	Suffix -Ily	'ch' says 'sh'	Challenge words
Spelling	common	hones		'sub'	'inter'	words						
Shed.	exception	or near					1					
	words	homop					1					
		hones					1					
Handwriting	General	c – accident o – occ	asion i – interest	r – regular	n –	j -jelly	ai – straight	sh – should	as -increase	igh – eight	ie - experiment	oe - toe
	assessment	a – eno		v- various	natural	y-yacht	ch – church	th – though	ea -appear	ing - bring	se - surprise	re - pressure
	– ball	accidentally s – surp		w –	m –	f- favourite	ck – clock	but – butter	ed – knowledge	sat - satin	her -therefore	ve - arrive
	– ball shapes, straight lines, tunnel	d – calendar i - impo		weight	medicine	k -	er -answer	jig - jigsaw	ss - possess	be - believe	men - mention	we - weight
		g - guard.		z - pizza	h – height	knowledge		, 8 , 8				
		0 0			b - believe		1					
	lines, funnel					1	1			1	1	
	letters,											

VIPERS		Autumn 1: Toto the Ninja Cat – Dermott O'Leary Non-fiction texts from Literacy Shed+							Autumn 2 – Colonel Fazackerley Butterworth Toast – Charles Causley (Poetry) The Girl who Stole an Elephant – Nizrana Farook Non-fiction texts from Literacy Shed+					
VIPERS Sequence	See Separate P	teading VIPERS do	cument.											
Class reading books							Reading for Plea	asure						
Writing outcomes		The Selfish Giant Letters, posters, signs, Final Outcome:An innovated story about kindness (Assessed)			Cinnamon Adverts, simile poems, diary, conversati ons using direct speech. Final Outcome: Diary entry		Volcano Disasters Note taking, paragraph building. Final Outcome: Non-chronological report (Cross curricular - Assessed)		Escape from Pom Setting descriptior Final Outcome: Retelling of anima	One Christmas Wish Drama, summaries, different points of view Final Outcome A story opener				
Writing Sequence	Lesson1. To write correctly punctuated sentences. Lesson 2. To write correctly punctuated sentences. Lesson 3 To write correctly punctuated sentences.	Lesson1. To write sentences Lesson 2. To use noun phrases Lesson 3 To use conjunctions Lesson 4 To use conjunctions Lesson 5 To use personificati on	Lesson1. To use conjunctions Lesson 2. To use conjunctions Lesson 3 To use noun phrases Lesson 4 To identify different types of sentences. Lesson 5 To identify key events	Lesson1. To plan my descriptive story Lesson 2. To begin writing my story Lesson 3 To continue my writing Lesson 4 To continue my writing.	Lesson1. To present my work (Assessed piece) Lesson 2. To express my opinions Lesson 3. To use persuasive language Lesson 4. To use emotive language	Lesson1. To use similes Lesson 2. To use adjectives Lesson 3. To use a reporting clause. Lesson 4. To use subordina ting conjunctio ns Lesson 5 To share writing and constructi vely criticize a partner's work.	Lesson 1. To practise notetaking. Lesson 2. To write paragraphs from notes Lesson3. To write paragraphs from notes Lesson 4. To write paragraphs from and edit Lesson 5. Oracy – To report orally	Lesson 1. To make notes Lesson 2. To turn notes into sentences Lesson 3. To continue writing my report Lesson 4. To complete my report Lesson 5. To present my report	Lesson 1. To identify and use verbs. Lesson 2. To use prepositional phrases Lesson 3. To examine a character (2 drop down days – Romans)	Lesson 1. To write a letter Lesson 2. To create a news report Lesson 3. To complete my news report (2 drop down days; dentist visit/Christmas song)	Assessment Week Lesson 1. To organise the main events of a story Lesson 2. To plan my story Lesson 3. CELT WRITING DAY	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	