







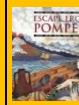





Year 4 Autumn													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
													
Grammar and Punctuation	<p>Basic Punctuation. Punctuate these sentences.</p>	<p>Writing (Composition) Plan their writing by:</p> <ul style="list-style-type: none">• 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)• Organising paragraphs around a theme <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 time, place and cause using conjunctions [for example, 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• Use of commas after			<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 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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 <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">• 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		<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>Discussing and recording ideas Draft and write by:</p> <ul style="list-style-type: none">• 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 <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]• Introduction to paragraphs as a way to group related material• Introduction to inverted commas to punctuate direct speech• 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 inverted commas and other punctuation to indicate direct speech			<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 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		fronted adverbials • Introduction to inverted commas to punctuate direct speech			<ul style="list-style-type: none">• 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 clearVocabulary, 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 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									place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	<ul style="list-style-type: none">• 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, person ----ing, ----ed BOYS sentences					2AA sentences With a(n) action, more action.	
Spelling Spelling Shed.	Y3/4 common exception words	Homop hones or near homop hones	Prefix 'in'		Prefix 'il', 'im', 'ir'	Prefix 'sub'	Prefix 'inter'	Challenge words	Suffix -ation	Suffix -ation	Suffix -ly	Suffix -lly	'ch' says 'sh'	Challenge words	
Handwriting	General assessment – ball shapes, straight lines, tunnel letters, hoops, loops and lines	c – accident a – accidentally d – calendar g - guard.	o – occasion e – enough s – surprise i - important		i – interest l- library t through x - exercise	r – regular v- various w – weight z - pizza	n – natural m – medicine h – height b - believe	j -jelly y-yacht f- favourite k - knowledge	ai – straight ch – church ck – clock er -answer	sh – should th – though but – butter jig - jigsaw	as -increase ea -appear ed – knowledge ss - possess	igh – eight ing - bring sat - satin be - believe	ie - experiment se - surprise her -therefore men - mention	oe - toe re - pressure ve - arrive we - weight	

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 Reading VIPERS document.													
Class reading books	Reading for Pleasure													
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 Pompeii Setting descriptions, news report Final Outcome: Retelling of animated version (Assessed)				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 personification	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 subordinating conjunctions Lesson 5 To share writing and constructively 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	