

Year 4 – Autumn 2025

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	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	LKS2 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 • Discussing and recording ideas 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 • 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 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 Indicate grammatical and other features by: • Using commas after fronted adverbials • Using and punctuating direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.			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 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 fronted adverbials • Introduction to inverted commas to punctuate direct speech			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: • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: • Assessing the effectiveness of their own and others' writing and suggest improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation • Read aloud their own writing to a group or whole class 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 prepositions [for example, before, after, during, in, because of] • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use inverted commas to punctuate direct speech • Indicating possession by using the possessive apostrophe with plural nouns • 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) • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]			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 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] • 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 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Alan Peat Sentences	Sentence formation. Understanding of a subject and a verb. Writing sentences, punctuating sentences in the style of previously taught Alan Peat sentences. 2AA sentences, If, if, if, then, Emotion, comma, verb, person,			Emotion, Verb, person 2AA sentences (pairs) If, if, if, then								2AA sentences With a(n) action, more action.	
Spelling Spelling Shed.	Homophones or near homophones	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	Whole words, Capital letters & bottom exit letter joins	Whole words, Capital letters & top exit letter joins	Whole words and joins	Whole words and joins	Whole words and joins	Whole words and joins	Whole words, Capital letters & bottom exit letter joins	Whole words, Capital letters & top exit letter joins	Whole words and joins	Whole words and joins	Whole words and joins	Whole words and joins	
VIPERS	Autumn 1 – Toto the Ninja Cat – Dermot O’Leary Non-fiction texts from Fred’s Fluency							Autumn 2 – Colonel Fazackerley Butterworth Toast – Charles Causley (Poetry) The Girl who Stole an Elephant – Nizrana Farook Non-fiction texts from Fred’s Fluency					
Writing outcomes	The Midnight Panther -Poonam Mistry reports, poems , summaries, letters of advice, badges, a section of dialogue, a bid, Final Outcome: an own version narrative / narrative from an alternate perspective (Assessed)			The Selfish Giant – Oscar Wilde Letters, posters, signs, Final Outcome: An innovated story about kindness (Assessed)			Granny came here on the Empire Windrush – Patrice Lawrence Job applications, advertisements, setting descriptions, letters in role Final Outcome: Tourist brochures			Escape from Pompeii – Christina Ballit Setting descriptions, news report Final Outcome: Retelling of animated version (Assessed)			One Christmas Wish – Katherine Rundell Drama, summaries, different points of view Final Outcome A story opener
Writing Sequence	Lesson 1. To research and write a report. Lesson 2. To write a descriptive poem Lesson 3. To use conjunctions Lesson 4. To use modal verbs Lesson 5. To use reporting clauses	Lesson 2. To share and discuss ideas about a text. Lesson 2. To plan a similar story. Lesson 3. To write a story. Lesson 4. To use a dialogue. Lesson 5. To finish a story	Lesson 1. To plan an alternative story. Lesson 2. To write an alternative story. Lesson 3. To write an alternative story. Lesson 4. To edit an alternative story. Lesson 5. To present an alternative story (Assessed piece)	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 1To make predictions based on clues Lesson 2 To use abstract nouns Lesson 3 To use adverbial phrases Lesson 4 To use conjunctions Lesson 5 To use noun phrases	Lesson 1 To use conjunctions Lesson 2 To use adverbials Lesson 3 To write a speech Lesson 4 To plan and write a report Lesson 5 To finish my report	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 (Assessed piece)	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	

[illegible]

