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**Year Group: 4**

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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Text Title** | Secrets of the Sun King – Emma Carroll | Charlie and the Chocolate Factory – Roald Dahl | How to Train Your Dragon – Cressida Cowell |
| **Additional Texts**  | * The Egyptian Cinderella
 | * Matilda – read chapter ‘Bruce Bogtrotter cake’
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| **Genre/Outcomes**  | * Biography – Howard Carter
* Fact file – Tutankhamun
* Informal letter – reply to letter in chapter 4
* Narrative – back story to Ezra and Selim’s argument
* Instructions – cake
* Narrative retell – chapter 7 – retell from Khyper’s perspective (chariot race)
* Narrative innovation – story of Selim and Ezra
* Non – chronological report – Tutankhamun
 | * Poetry – write a poem in the style of the poet – Chocolate cake by Michael Rosen, A Matter of Taste by Eve Merriman
* Narrative embellishment – retell key events from chapter 1
* Persuasive instructions
* Persuasive advert – for a wonderful chocolate cake
* Narrative innovation – new chapter in the style of the author
 | * Non-chronological report – about a dragon
* Poetry – Kennings
* Fact file – about own dragon
* Short write – character description – create a dragon in the style of the author
* Short write – setting description – detailed description of dragon waking up in the style of the author
* Narrative embellishment – retell key events in the style of the author from chapter 2
 |
| **Reading skills**  | * I know which books to select for specific purposes, especially in relation to science, history and geography learning
* I can use dictionaries to check the meaning of unfamiliar words
* I can discuss and record words and phrases that writers use to engage and impact on the reader
* I know and recognise some of the literary conventions in text types covered
* I can begin to understand simple themes in books
* I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
* I can explain the meaning of words in context
* I can ask questions to improve understanding of a text
* I can infer meanings and begin to justify them with evidence from the text
* I can predict what might happen from details stated and deduced information
* I can identify how writer has used precise word choices for effect to impact on the reader
* I can identify some text type organisational features, for example, narrative, explanation, persuasion
* I can retrieve and record information from non-fiction
* I can begin to build on others’ ideas and opinions about a text in discussion
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* I can identify how writer has used precise word choices for effect to impact on the reader
* I can identify some text type organisational features, for example, narrative, explanation, persuasion
* I can retrieve and record information from non-fiction
* I can make connections with prior knowledge and experience
* I can begin to build on others’ ideas and opinions about a text in discussion
* I can explain why text types are organised in a certain way
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 |
| **Composition**  | * I can compose sentences using a range of sentence structures.
* I can orally rehearse a sentence or a sequence of sentences.
* I can improve my writing by changing grammar and vocabulary to improve consistency.
* I use a range of sentences which have more than one clause.
 | * I can compose sentences using a range of sentence structures.
* I can orally rehearse a sentence or a sequence of sentences.
* I can write a narrative with a clear structure, setting and plot.
* I can improve my writing by changing grammar and vocabulary to improve consistency.
* I use a range of sentences which have more than one clause.
* I can use direct speech in my writing and punctuate it correctly.
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* I can orally rehearse a sentence or a sequence of sentences.
* I can write a narrative with a clear structure, setting and plot.
* I can improve my writing by changing grammar and vocabulary to improve consistency.
* I use a range of sentences which have more than one clause.
* I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
* I can use direct speech in my writing and punctuate it correctly.
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| **Sentence Structure** | * I can use fronted adverbials.
 | * I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
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* I can use fronted adverbials.
 |
| **Text Structure** | * I can write in paragraphs.
* I make an appropriate choice of pronoun and noun within and across sentences.
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 |
| **Punctuation**  | * I can use inverted commas and other punctuation to indicate direct speech.
* I use commas after fronted adverbials.
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* I can use apostrophes to mark plural possession.
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 | * I can use inverted commas and other punctuation to indicate direct speech.
* I can use apostrophes to mark plural possession.
* I use commas after fronted adverbials.
 |
| **Vocabulary**  | Tier 1Tier 2 | Tier 1Tier 2 | Tier 1Tier 2 |
| **Grammar Lessons**  | * Use the forms a or an according to whether the next word begins with a consonant or a vowel
* Extending the range of sentences with more than one clause by using a wider range of conjunctions
* Express time, place and cause using conjunctions
* Express time, place and cause using adverbs
* Express time, place and cause using prepositions
* Introduction to inverted commas to punctuate direct speech
* Use of the present perfect form of verbs instead of the simple past
* Introduction to paragraphs as a way to group related material
* Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
* Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
* Using fronted adverbials
* Fronted adverbials
* Using commas after fronted adverbials
* Use commas after fronted adverbials
* Complete assessment and address gaps
 | * Indicating possession by using the possessive apostrophe with plural nouns
* The grammatical difference between plural and possessive –s
* Apostrophes to mark plural possession
* Using and punctuating direct speech
* Use of inverted commas and other punctuation to indicate direct speech
* Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
* Word families based on common words, showing how words are related in form and meaning
* Complete assessment and address gaps
 | * Standard English forms for verb inflection instead of local spoken forms
* Use of paragraphs to organize ideas around a theme
* Consolidation
* Complete assessment and address gaps
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