

**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’ | |  | |
| **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 | | * 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 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 | | * 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 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 | |
| **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. | | * 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 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. | |
| **Sentence Structure** | * I can use fronted adverbials. | | * I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. * I can use fronted adverbials. | | * I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. * 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. | | * I can write in paragraphs. * I make an appropriate choice of pronoun and noun within and across sentences. | | * I can write in paragraphs. * I make an appropriate choice of pronoun and noun within and across sentences. | |
| **Punctuation** | * I can use inverted commas and other punctuation to indicate direct speech. * I use commas after fronted adverbials. | | * 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. | | * 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 1  Tier 2 | | Tier 1  Tier 2 | | Tier 1  Tier 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 | |