

Year 4

Unit	Term 1 (14 wks)				Suggested Texts
Fiction Traditional tales and fairy stories (3wks)	Spoken Language Listen to others and ask relevant questions. To speak clearly and convey ideas confidently using standard English and to gain and maintain the interest of listeners.	Grammar, spelling, punctuation and vocabulary In reading, investigate: Standard English verb inflections (e.g. I did instead of I done) Expanded noun phrases using modifying adjectives (e.g. the strict maths teacher with the curly hair) Paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to add	Reading and Writing -Recap traditional tales studied in previous years and retell a traditional tale. - Revisit prior knowledge from Y3. - Introduce a new traditional tale to be studied. - Review the structure and features of traditional tales (folk tales). - Identify themes and conventions. - Identify what the hero or heroine is searching for and how their dreams are fulfilled. - Analyse different styles of language for characters to use (remember archaic vocabulary and grammar). - Write a traditional folk tale using the above features. - Read aloud their traditional tale to the class.	Teaching strategies Talk for Writing (Imitation) (Innovation) (Invention) Guided Writing (To include Write Away Together) -Read aloud and retell stories revisit structure using boxing up (Year 3 key texts) -Orally retell new stories. - book talk - Audience and purpose. - Jumpstart vocabulary games (especially focussing on adjectives and archaic story language) - boxing up	The Brothers Grimm stories Rumpelstiltskin

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		<p>cohesion and avoid repetition</p> <p>How speech is punctuated</p> <p>Use of fronted adverbials with appropriate punctuation</p> <p>In writing, children will apply these skills to:</p> <p>Use Standard English verb inflections</p> <p>Use expanded noun phrases with modifying adjectives</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Make the appropriate choice</p>		<ul style="list-style-type: none"> - read a range of traditional folk tales - Oral retelling - whole class/ groups/ pairs/ to other classes. -story maps - Write Away Together 	
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		<p>of pronoun or noun within and across sentences to add cohesion and avoid repetition</p> <p>Punctuate speech correctly</p> <p>Use fronted adverbials with appropriate punctuation</p> <p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial</p> <p><u>Vocab</u> <u>Building on vocabulary previously learned to express their ideas.</u> <u>Use vocabulary</u></p>			
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		<p>that signals time, e.g. <i>early that morning, later on, once</i></p> <p>Use vocabulary to shift attention, e.g. <i>meanwhile, at that very moment</i></p>			
<p>Reading Outcomes: children will be able to identify the purpose, structure and language features of folk tales.</p> <p>Spoken Language Outcomes: Children will be able to read aloud their folk tale to the class.</p> <p>Writing Outcomes: Children will be able to write a traditional folk tale using the purpose, structure and language features of folk tales.</p>					
<p>Key stories (3wks)</p>	<p>To develop, agree and evaluate rules for effective discussion. Listen to others and ask relevant questions.</p>	<p>Grammar, spelling, punctuation and vocabulary</p> <p>In reading, investigate:</p> <p>Standard English verb inflections (e.g. I did instead of I done)</p> <p>Expanded noun</p>	<ul style="list-style-type: none"> - Recap stories and story structure from Year 3. - Introduce the new key story (or stories). - Identify themes and conventions. - Analyse the structure and chronology of the story. - Notice how the passing of time is conveyed. - Analyse how the author sets up dilemmas and devises a solution. - Plan, tell and write their own version of a key story using different ways to portray the passing of time. - Re-write the same story in the form of a diary. 	<p>Teaching strategies</p> <p>Talk for Writing</p> <p>(Imitation)</p> <p>(Innovation)</p> <p>(Invention)</p> <p>Guided Writing</p> <p>(To include Write Away Together)</p> <p>-- Reciprocal reading strategies.</p> <p>-Read aloud and orally retell familiar stories.</p>	

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		<p>phrases using modifying adjectives (e.g. the strict maths teacher with the curly hair)</p> <p>Paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition</p> <p>How speech is punctuated</p> <p>Use of fronted adverbials to show the passing of time (later that day) with appropriate punctuation</p> <p>In writing, children will apply these skills to:</p>		<p>-Boxing up used to support the teaching of passing of time</p> <ul style="list-style-type: none"> - book talk - role play, hot seating, drama activities (conscience alley) - story boxes/ props - Inference from pictures/text focused on themes and dilemmas. Refer back to the text. - story map - oral rehearsal - look at examples of diaries (Reading as a writer) - Write Away Together 	
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		<p>Use Standard English verb inflections</p> <p>Use expanded noun phrases with modifying adjectives</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition</p> <p>Punctuate speech correctly</p> <p>Use fronted adverbials with appropriate punctuation</p> <p>Pupils will also be</p>			
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		<p>able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun Adverbial <u>Vocab</u> Understand and use homophones and near-homophones from Y4 spelling list. Understand and use words from the year 4 word list. Understand and explain the meaning of words in context. Use vocabulary that signals time, e.g. <i>early that morning, later on, once</i> Use vocabulary to shift attention, e.g.</p>			
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		<i>meanwhile, at that very moment</i>			
<p>Reading Outcomes: Children will be able to identify themes and chronology of a key story noting how the passing of time is conveyed and how dilemmas are set up and solved.</p> <p>Spoken Language Outcomes: Children will be able to retell their own key story prior to writing.</p> <p>Writing Outcomes: Children will be able to plan and write their own version of a key story.</p>					
Play scripts (3wks)	To speak clearly and convey ideas confidently using standard English and to gain and maintain the interest of listeners.	<p>In reading, investigate:</p> <p>The use of fronted adverbials in stage directions</p> <p>How play scripts are punctuated</p> <p>In writing, children will apply these skills to:</p> <p>Use fronted adverbials</p> <p>Punctuate scripts correctly</p> <p>Pupils will also be</p>	<ul style="list-style-type: none"> - Analyse a range of play scripts and identify the structural conventions. - Revise the absence of narrative text from their comic strip learning in Year 3. - Highlight that narrative information is given in stage directions. - Plan and write a play script applying the presentational conventions of a play script throughout (refer to Year 3 learning). - Perform a play script using drama techniques and expression. 	<p>Teaching strategies</p> <p>Talk for Writing</p> <p>(Imitation)</p> <p>(Innovation)</p> <p>(Invention)</p> <p>Guided Writing</p> <p>(To include Write Away Together)</p> <p>-- Reciprocal reading strategies.</p> <ul style="list-style-type: none"> - Guided reading (share examples of playscripts, identify conventions) - Reading as a writer - Read aloud and orally perform playscripts 	

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		<p>able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial <u>Vocab</u> <u>Discuss</u> vocabulary and extend their interest in the meaning and origins of new words. <u>Understand and use homophones and near-homophones from Y4 spelling list.</u> <u>Understand and use words from the year 4 word list.</u></p>		<ul style="list-style-type: none"> - book talk - role play, hot seating, drama activities - story boxes/ props - Inference from pictures/text (focus of character's emotions and how these are depicted through dialogue) - practise turning dialogue from drama into playscripts - oral rehearsal - Write Away Together 	
<p>Reading Outcomes: Children will be able to identify and evaluate structural conventions of play scripts.</p> <p>Spoken Language Outcomes: Children will be able to perform a play script using drama techniques and expression.</p>					

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Writing Outcomes: Children will be able to plan and write a play script using presentational conventions.					
Non Fiction Recounts (3wks)	To explain or describe what they have learnt and ask relevant questions using Standard English	<p>In reading, investigate:</p> <p>Standard English verb inflections (e.g. I did instead of I done)</p> <p>How expanded noun phrases use modifying adjectives</p> <p>How fronted adverbials add variety to sentence structure</p> <p>How paragraphs organise ideas around a theme</p> <p>The use of appropriate choice of pronoun or noun within and across sentences</p>	<ul style="list-style-type: none"> - Revise recounts from Year 3. - Read a range of recount examples. - - Write a newspaper style report using the correct structure and language features (See Subject Knowledge Papers and Progression Papers) focus on an effective ending. - Children to read each others' reports as if they don't know anything about what has been recounted. Is it clear what happened and when? Is the recount ended effectively? - Write the newspaper recount in a variety of way e.g. letter, diary, etc. 	<p>Teaching strategies</p> <p>Talk for Writing</p> <p>(Imitation)</p> <p>(Innovation)</p> <p>(Guided Writing)</p> <ul style="list-style-type: none"> - Reciprocal reading strategies. - Guided reading – share newspaper reports focus on structure/language/ effect - Inference work – focus on headlines, effect created to entice reader (Book talk) - Teacher model orally alongside text map (with more complex sentence signposts e.g. Moments later, In a short while after) - boxing up to 	

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		<p>The use of direct speech punctuation</p> <p>In writing, children will apply these skills to:</p> <p>Using Standard English verb inflections (e.g. I did instead of I done)</p> <p>Use expanded noun phrases with modifying adjectives</p> <p>Use fronted adverbials to add variety to sentence structure</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Use appropriate choice of pronoun or noun within and</p>		<p>support sequencing events.</p> <ul style="list-style-type: none"> - read, evaluate newspaper reports - Children orally retell sequence of events from own text map - Book talk, Reading as a writer (letters, diaries) 	
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		<p>across sentences</p> <p>Punctuate speech accurately</p> <p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial <u>Vocab</u> <u>Extend their interest in the meaning of words.</u> <u>Children to propose changes to grammar and vocabulary when evaluating their writing.</u> <u>Understand and use homophones and near-homophones from Y4 spelling list.</u> <u>Understand and</u></p>			
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		<p>use words from the year 4 word list.</p> <p>Use vocabulary that signals time for example, then, next, after, meanwhile.</p>			
<p>Reading Outcomes: Children will be able to identify the key features of the ending of a recount.</p> <p>Spoken Language Outcomes: Children will be able to evaluate each others reports orally.</p> <p>Writing Outcomes: Children will be able to write a newspaper report using the correct structure and language features, particularly focusing on an effective ending. Children will be able to re-write their newspaper recount in a variety of forms for example, letter, diary.</p>					
<p>Poetry to perform</p> <p>Free verse and narrative</p> <p>(2wks)</p>	<p>To speak clearly and convey ideas confidently using standard English and to gain and maintain the interest of listeners.</p>	<p>Pupils will also be able to use the following terminology:</p> <p>Determiner</p> <p>Pronoun</p> <p>Possessive pronoun</p> <p>adverbial</p> <p><u>Vocab</u></p> <p><u>Understand</u></p> <p><u>figurative language and</u></p>	<ul style="list-style-type: none"> - Read and analyse a range of free verse and narrative poems. - Choose one or two poems to study. - Describe the poem's impact and explain own interpretation with reference to the language of the poem. - Discuss the two different forms and discuss the effect on the reader. - Perform poems varying volume, pace, and using appropriate expression when performing. 	<p>Teaching strategies</p> <p>Talk for Writing</p> <p>(Imitation)</p> <p>(innovation)</p> <p>(Invention)</p> <p>Read and listen to a range of free verse and narrative poetry.</p> <p>-discuss vocab used and play games to develop the children's use of vocabulary</p>	

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		distinguish shades of meaning among related words.		<p>(Jumpstart by Pie Corbett)</p> <ul style="list-style-type: none">-children to innovate by changing the vocab used but by keeping the structure the same.- likes/ dislikes- Book talk- focus on impact and effect- Drama activities – <p>Jumpstart by Pie Corbett</p> <ul style="list-style-type: none">- Model how to recite and perform in rhythm.- Recite poem as a class, in groups, pairs.- Film pupils performing poem, peer assessment with teacher support and improve.	
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Reading Outcomes: Children will be able to describe their own interpretations and a poem's impact on the reader (both free-verse and narrative).

Spoken Language Outcomes: Children will be able to perform poems varying volume, pace and expression to aid understanding and to engage the audience.

Where there is no **writing outcome**, this is an opportunity for teachers to focus on group writing targets during guided writing sessions

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Unit	Term 2 (11 wks)				Suggested Texts
Traditional tales and fairy stories (Fables) (2 wks)	Spoken language To develop, agree and evaluate rules for effective discussion. Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others ideas by considering different viewpoints.	Grammar, spelling, punctuation and vocabulary In reading, investigate: Standard English verb inflections (e.g. I did instead of I done) The use of causal phrases (Because the raven was always hungry...) Paragraphs to organise ideas around a theme How speech is punctuated Use of fronted adverbials with appropriate punctuation In writing, children will apply these skills to:	- Revise fables from Year 3. - Read and analyse three or more further fables. - Identify themes and conventions - In addition to Year 3 knowledge, use causal phrases to give cohesion to the narrative. - Use causal phrases when characters talk to one another. - Don't add too much detail or description and only use dialogue that helps to tell what happens. - Plan, tell and write their own fables using the generic structure, language features and writers knowledge from the subject knowledge papers.		

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		<p>Use Standard English verb inflections</p> <p>Use causal phrases (Because the raven was always hungry...)</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Punctuate speech correctly</p> <p>Use fronted adverbials with appropriate punctuation</p> <p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial <u>Vocab</u> Hear and learn new vocabulary and use it in discussions. Introduce more varied</p>			
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		vocabulary to express their ideas. Use standard and non-standard language appropriately. Use vocabulary to inject suspense, e.g. <i>suddenly, without warning</i> Use powerful verbs to describe actions, thoughts and feelings			
Reading Outcomes: Children will be able to identify causal phrases which give cohesion to the narrative. Spoken Language Outcomes: Children will be able to tell their own fable prior to writing. Writing Outcomes: Children will be able to plan and write their own fable using the correct structure and language features.					
Key Stories (2wks)	Spoken language Listen to others and ask relevant questions. To develop their understanding by seeing patterns and generalisations (interpreting information) and begin to	Grammar, spelling, punctuation and vocabulary In reading, investigate: Standard English verb inflections (e.g. I did instead of I done) How expanded noun	- plan and write a complete story by identifying stages in the telling, including ways to sequence the narrative (passing of time). - Use detail to build character descriptions and evoke response to the character. - Focus on different ways to introduce or connect		

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	<p>speculate, e.g I wonder what would happen if....</p>	<p>phrases with modifying adjectives and prepositional phrases are used</p> <p>Paragraphs to organise ideas around a theme</p> <p>How apostrophes are used to mark plural possession (revise singular possession)</p> <p>How speech is punctuated</p> <p>Use of fronted adverbials with appropriate punctuation</p> <p>In writing, children will apply these skills to:</p> <p>Use Standard English verb inflections</p> <p>Use expanded noun phrases with modifying adjectives and prepositional phrases</p>	<p>paragraphs. - Children to read aloud their story.</p>		
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		<p>Use paragraphs to organise ideas around a theme</p> <p>Use apostrophes to mark singular and plural possession</p> <p>Punctuate speech correctly</p> <p>Use fronted adverbials with appropriate punctuation</p> <p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial</p> <p><u>Vocab</u> <u>Use dictionaries to check the meaning of unfamiliar words.</u> <u>Discuss words and phrases that capture the reader's interest</u></p>			
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		<p>and imagination from the text.</p> <p>Explain the meaning of words in context.</p> <p>Use vocabulary to inject suspense, e.g. <i>suddenly</i>, <i>without warning</i></p> <p>Use powerful verbs to describe actions, thoughts and feelings</p>			
<p>Reading Outcomes: Children will be able to identify the author's techniques to persuade the reader to feel sympathy or dislike for a character. Children will be able to infer the motives and feelings of key characters and identify if behaviour is expected or unpredictable. Children will be able to understand the relationship between what characters say and do.</p> <p>Spoken Language Outcomes: Children will be able to read their story aloud to an audience.</p> <p>Writing Outcomes: Children will be able to plan and write a complete story including the passage of time and evoking responses to the characters.</p>					
<p>Explanation (3wks)</p>	<p>Spoken language To develop their understanding by seeing patterns and generalisations (interpreting information) and begin to speculate, e.g I</p>	<p>Grammar, spelling, punctuation and vocabulary</p> <p>In reading, investigate:</p> <p>Standard English forms for verb inflections</p> <p>Use of paragraphs</p>	<p>- Read and analyse a range of explanatory texts to identify key features N.B Remember that explanation texts answer the questions <i>how</i> and <i>why</i>.</p> <p>- Distinguish between explanatory texts, reports and recounts.</p>		

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	<p>wonder what would happen if....</p> <p>To explain or describe what they have learnt and ask relevant questions using Standard English</p>	<p>organised around a theme</p> <p>Use of headings and sub-headings to aid presentation</p> <p>Use of causal conjunctions</p> <p>Use of nouns within and across sentences to aid cohesion and avoid repetition</p> <p>In writing: Standard English forms for verb inflections</p> <p>Use paragraphs organised around a theme</p> <p>Use of headings and sub-headings to aid presentation</p> <p>Use of causal conjunctions</p> <p>Use of nouns within and across sentences to aid</p>	<p>- Choose one explanation text and summarise the processes orally, in flow charts or cyclical diagram.</p> <p>- Highlight key language and structural features of the explanatory text chosen. (see Subject Knowledge Papers and Progression Papers).</p> <p>- Contribute to shared writing of an explanation text.</p> <p>- Write independent explanatory text after teacher modelling.</p> <p>- Children to check their explanation text against the writer's knowledge (Subject Knowledge Papers).</p> <p>- Edit and improve based on their self-assessment (see above).</p>		
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		<p>cohesion and avoid repetition</p> <p>Punctuate correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial <u>Vocab</u> Use age-appropriate academic vocabulary. Use extended vocabulary in a greater variety of situations. When reading, support the development of vocabulary. Use vocabulary that signals time, for example, <i>then, next, several months later</i> Use causal vocabulary, for example <i>because, so, this causes.</i></p>			
Reading Outcomes: Children will be able to distinguish between explanatory texts and reports and recounts.					

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Children will be able to identify the structure and language features of an explanation texts.

Writing Outcomes: Children will be able to summarise an explanation text in a flow chart or a cyclical diagram.

Children will be able to write, evaluate and improve their own explanation text.

<p>Non chronological report (3wks)</p>	<p>Spoken language To make extended contributions, explaining or giving reasons for their views and choices.</p>	<p>In reading, investigate:</p> <p>Standard English forms for verb inflections</p> <p>Use of paragraphs organised around a theme</p> <p>Use of headings and sub-headings to aid presentation</p> <p>Use of complex sentences to add variety</p> <p>Use of nouns within and across sentences to aid cohesion and avoid repetition</p> <p>In writing: Standard English forms for verb inflections</p> <p>Use paragraphs organised</p>	<p>- Revise features and structures of non-chronological reports (see Subject Knowledge Papers).</p> <p>- Gather information from a wide range of sources to write a report in which two or more subjects are compared e.g. solid, liquid and gases.</p> <p>- Revise effective note-taking (build upon from Year 3).</p> <p>- Observe that a grid rather than a spidergram is appropriate for representing information.</p>		
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		<p>around a theme</p> <p>Use of headings and sub-headings to aid presentation</p> <p>Use a range of sentence structures, including complex sentences</p> <p>Use of nouns within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuate correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial <u>Vocab</u> <u>Use age-appropriate academic vocabulary.</u> <u>Use extended vocabulary in a greater variety of situations.</u></p>			
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		When reading, support the development of vocabulary. Use descriptive vocabulary including the language of comparison and contrast, for precision.			
<p>Reading Outcomes: Children will be able to gather information from a wide range of sources comparing two or more subjects.</p> <p>Writing Outcomes: Children will be able to take notes and record information. Children will be able to write their own non-chronological report from information gathered.</p>					
<p>Poetry to perform Free verse and narrative (1wk)</p>	<p>Spoken language To speak clearly and convey ideas confidently using standard English and to gain and maintain the interest of listeners.</p>	<p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial <u>Vocab</u> Discuss words and phrases that capture the readers interest and imagination.</p>	<p>- Revise work on narrative and free verse poetry from term 1. - Write a free verse poem and a short narrative poem. - Perform poems varying volume, pace, and using appropriate expression when performing.</p>		
<p>Reading Outcomes: Children will be able to identify the key features of free verse and narrative.</p> <p>Spoken Language Outcomes: Children will be able to perform their own poems using volume, pace and expression to gain and maintain the</p>					

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interest of the listener.

Writing Outcomes: Children will be able to write free verse and a short narrative poem.

Unit	Term 3 (14 wks)				Suggested Texts
Myths and Legends (3wks)	Spoken Language Take on more formal roles in group discussions, including roles of leader, reporter, scribe and mentor.	Grammar, spelling, punctuation and vocabulary In reading, investigate: Standard English verb inflections (e.g. I did instead of I done) The use of phrases to indicate the passing of time, including fronted adverbials Paragraphs to organise ideas around a theme How texts are punctuated, including speech	- Revise the structure and language features of myths and legends from Year 3. - Introduce a new myth and legend. - Contrast the structure of myths with the structure of legends. Identify themes and conventions. - Contrast the language features of myths with the language features of legends. - Contrast the writer's knowledge for both myths and legends (see Subject Knowledge Papers). - Plan own version of a myth or a legend.		

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		<p>In writing, children will apply these skills to:</p> <p>Use Standard English verb inflections (e.g. I did instead of I done)</p> <p>use phrases to indicate the passing of time, including fronted adverbials</p> <p>use paragraphs to organise ideas around a theme</p> <p>use punctuation correctly, including speech</p> <p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial</p>	<p>- Create a character who is a trickster to add to the fun of myths or create twists in the plot of a legend.</p> <p>- Write own version of a myth or legend using their knowledge of myths and legends (from both Y3 & Y4). See Subject Knowledge Papers.</p>		
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		<u>Vocab</u> Identify how vocabulary contributes to meaning. Apply skills taught to find out the meaning of new words. Continue to build upon previously taught vocabulary. Use descriptive vocabulary for settings and episodes. For example, <i>on the other side of the forest, back at home.</i>			
<p>Reading Outcomes: Children will be able to contrast the purpose, structures and language features of myths and legends.</p> <p>Spoken Language Outcomes: Children will be able to read their own myth or legend aloud.</p> <p>Writing Outcomes: Children will be able to plan and write their own version of a myth or legend.</p>					
Key stories (3wks)	To develop their understanding by seeing patterns and generalisations (interpreting information) and	Grammar, spelling, punctuation and vocabulary In reading, investigate:	- Recap knowledge of key stories from term 2. - Introduce a new key story to be studied. - Analyse how authors evoke time, place and	.	

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	<p>begin to speculate, e.g I wonder what would happen if....</p>	<p>Standard English verb inflections (e.g. I did instead of I done)</p> <p>How expanded noun phrases are used to add detail through modifying adjectives and prepositional phrases</p> <p>The use of phrases to indicate the passing of time, including fronted adverbials</p> <p>Paragraphs to organise ideas around a theme</p> <p>Apostrophes to mark plural possession</p> <p>How texts are punctuated, including speech</p> <p>In writing, children will apply these skills to:</p>	<p>mood in settings.</p> <ul style="list-style-type: none"> - Identify themes and conventions. - Making inferences about characters' feelings, thoughts and motives from their actions. Justify with evidence. - Make predictions of how characters will behave in different settings. - Identify how different characters behave in different settings from texts read. - Plan and write in role from the perspective of a main character in a story where the central character faces a dilemma which needs to be resolved. - Write a letter from the main character to a friend who can help them solve the dilemma 		
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		<p>Use Standard English verb inflections (e.g. I did instead of I done)</p> <p>Use expanded noun phrases to add detail through modifying adjectives and prepositional phrases</p> <p>use phrases to indicate the passing of time, including fronted adverbials</p> <p>use paragraphs to organise ideas around a theme</p> <p>use apostrophes to mark singular and plural possession</p> <p>punctuate correctly, including speech</p> <p>Pupils will also be able to use the following terminology:</p>			
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		Determiner Pronoun Possessive pronoun adverbial <u>Vocabulary</u> Extend their interest in the meaning and origin of words. Understand and use homophones and near-homophones from Y4 spelling list. Understand and use words from the year 4 word list. Use descriptive vocabulary for settings and episodes. For example, <i>on the other side of the forest, back at home.</i>			
Reading Outcomes: Children will be able to identify how authors use time, place and mood in settings. Children will be able to make inferences about characters feelings, thoughts and actions using evidence from the text. Writing Outcomes: Children will be able to plan and write in role from the perspective of a main character, focusing on a dilemma. Children will be able to write a letter from the main character to a friend asking for suggestions on how to solve the dilemma.					
Play scripts	To speak clearly	In reading, investigate:	- Read a range of play		

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(2wks)	and convey ideas confidently using standard English and to gain and maintain the interest of listeners.	<p>The use of fronted adverbials in stage directions</p> <p>How play scripts are punctuated</p> <p>In writing, children will apply these skills to:</p> <p>Use fronted adverbials</p> <p>Punctuate scripts correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial <u>Vocab</u> Use drama approaches to support their understanding of meaning.</p>	<p>scripts.</p> <ul style="list-style-type: none"> - Consolidate the conventions for scripting a play e.g. the names of the characters, the words they speak, organisational information (scene2: The Kitchen) and stage directions (ENTER Sita, dancing). - Write a play script relating to a dilemma familiar to themselves applying the presentational conventions of a script throughout. - Perform the play script using drama techniques and expressions. - Evaluate the appropriateness of the pace. 		
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Reading Outcomes: Children will be able to identify the conventions for writing a playscript. Spoken Language Outcome: To perform their own playscripts. The audience will orally evaluate the appropriateness of pace. Writing Outcomes: Children will be able to plan and write a playscript based on a familiar dilemma.					
Persuasive text (3wks)	Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others ideas by considering different viewpoints.	In reading, investigate: Standard English forms for verb inflections instead of local spoken forms How paragraphs are used to organise ideas round a theme Use of pronouns or nouns within and across sentences to avoid repetition Use of fronted adverbials In writing, children will apply these skills to: Use Standard English forms for verb inflections instead of local spoken forms	- Revise key features of a persuasive text. (see Subject Knowledge Papers) - Distinguish between texts that try to persuade and those that inform. - Analyse how a particular view can most convincingly be presented. - From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader (see subject knowledge papers). - Evaluate advertisements for their impact, appeal and honesty (use the Writer's knowledge from the Subject Knowledge Papers to support this). - Both orally and in writing, assemble and		

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		<p>Use paragraphs to organise ideas round a theme</p> <p>Use pronouns or nouns within and across sentences to avoid repetition</p> <p>Use fronted clauses to persuade (Some of you might think that...)</p> <p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial <u>Vocab</u> Use persuasive vocabulary to emphasise a point of view. Progressively build a varied and rich vocabulary. Propose changes to</p>	<p>sequence points in order to plan the presentation of a point of view.</p> <ul style="list-style-type: none"> - Children to present a point of view orally and in writing. For example, in the form of a letter, persuasive report, radio jingle, persuasive play script, advertisement. - Design an advertisement (poster, radio jingle) using the structure and language features from the subject knowledge papers. - Re-read text (e.g. poster) as if you have no opinion and decide if you would be persuaded. 		
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		<p>grammar and vocabulary when evaluating and editing their work. Use vocabulary appropriate to the purpose and audience (formal and informal vocabulary). Use logical conjunctions, for example <i>this shows, however, because.</i></p>			
<p>Reading Outcomes: The children will be able to distinguish between persuasive and information texts and evaluate adverts for impact, appeal and honesty.</p> <p>Spoken Language Outcomes: The children will be able to assemble and sequence points orally prior to an oral presentation of a point of view.</p> <p>Writing Outcomes: The children will be able to present and evaluate a point of view in writing, choosing a persuasive form.</p>					
<p>Non chronological report (2wks) (linked to information text).</p>	<p>To explain or describe what they have learnt and ask relevant questions using Standard English</p>	<p>In reading, investigate:</p> <p>Use of Standard English forms for verb inflections</p> <p>Use of paragraphs organised around a theme</p>	<p>- Research information and know what they need to look for before they begin. - Know how to use contents pages and indexes to locate information. - plan how to organise</p>		

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		<p>Use of headings and sub-headings to aid presentation</p> <p>Use of complex sentences to add variety</p> <p>Use of nouns within and across sentences to aid cohesion and avoid repetition</p> <p>In writing:</p> <p>Use Standard English forms for verb inflections</p> <p>Use paragraphs organised around a theme</p> <p>Use headings and sub-headings to aid presentation</p> <p>Use a variety of sentence structures, including complex sentences</p>	<p>the information.</p> <ul style="list-style-type: none"> -collect information under planned headings. -Review structure and features of a non-chronological report (see Subject Knowledge Papers). - Teacher demonstrates the writing of a non-chronological report. -children to write a non-chronological report. 		
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		<p>Use nouns within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuate correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial <u>Vocabulary</u> Progressively build a varied and rich vocabulary. Propose changes to grammar and vocabulary when evaluating and editing their work. Use vocabulary appropriate to the purpose and audience (formal and informal vocabulary). <u>Use age-appropriate</u></p>			
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		<p>academic vocabulary. Use extended vocabulary in a greater variety of situations. Use descriptive vocabulary including the language of comparison and contrast, for precision.</p>			
<p>Reading Outcomes: The children will be able to research and organise information prior to writing a non-chronological report.</p>					
<p>Writing Outcomes: To write a short non-chronological report from information collected.</p>					
<p>Poetry to perform Free verse and narrative (1wk) (Poetry Week)</p>	<p>To speak clearly and convey ideas confidently using standard English and to gain and maintain the interest of listeners.</p>	<p>Pupils will also be able to use the following terminology:</p> <p>Determiner Pronoun Possessive pronoun adverbial <u>Vocabulary</u> Discuss words and phrases that capture the reader' interest and imagination to extend their vocabulary. Use technical vocabulary for example – repetition,</p>	<p>- Read and perform poems relating to poetry week, showing understanding through intonation, tone, volume and action.</p>		

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		alliteration, onomatopoeia, rhythm, rhyme; simile (like/as), personification, metaphor;			
<p>Reading Outcomes: The children will be able to read a variety of poems in preparation for performing.</p> <p>Spoken Language Outcomes: The children will be able to perform poems showing understanding through the use of intonation, tone, volume and action.</p> <p>Where there is no writing outcome, this is an opportunity for teachers to focus on group writing targets during guided writing sessions.</p>					