Year 4

Unit	Term 1 (14 wk	s)			Suggested
Ti oti on	C-n als are	Crommor	Deading and Weiting	Tasahina	Texts The Brothers
Fiction	Spoken	Grammar,	Reading and Writing	Teaching	
T 1:4:1	Language	spelling,		strategies	Grimm stories
Traditional tales and	Listen to	punctuation and	-Recap traditional tales studied in previous years and retell a	Talk for Writing	Rumpelstiltskin
	others and ask	vocabulary	traditional tale.	(Imitation)	
fairy stories (3wks)	relevant		- Revisit prior knowledge from Y3.	(Innovation)	
(SWKS)	questions.	In reading,	- Introduce a new traditional tale to be studied.	(Invention)	
		investigate:	- Review the structure and features of traditional tales (folk	Guided Writing	
			tales).	(To include Write	
		Standard English	- Identify themes and conventions.	Away Together)	
		verb inflections	- Identify what the hero or heroine is searching for and how	-Read aloud and	
		(e.g. I did instead of	their dreams are fulfilled.	retell stories revisit	
		I done)	- Analyse different styles of language for characters to use	structure using	
			(remember archaic vocabulary and grammar).	boxing up (Year 3	
		Expanded noun	- Write a traditional folk tale using the above features.	key texts)	
	To speak	phrases using	- Read aloud their traditional tale to the class.	-Orally retell new	
	clearly and	modifying		stories.	
	convey ideas	adjectives (e.g. the		- book talk	
	confidently	strict maths teacher		- Audience and	
	using standard	with the curly hair)		purpose.	
	English and to			- Jumpstart	
	gain and	Paragraphs to		vocabulary games	
	maintain the	organise ideas		(especially	
	interest of	around a theme		focussing on	
	listeners.	Appropriate choice		adjectives and	
		of pronoun or noun		archaic story	
		within and across		language)	
		sentences to add		- boxing up	

	·	
cohesion and avoid		- read a range of
repetition		traditional folk tales
		- Oral retelling
How speech is		- whole class/
punctuated		groups/ pairs/ to
		other classes.
Use of fronted		-story maps
adverbials with		- Write Away
appropriate		Together
punctuation		
In writing,		
children will apply		
these skills to:		
Use Standard		
English verb		
inflections		
Use expanded noun		
phrases with		
modifying		
adjectives		
Use paragraphs to		
organise ideas		
around a theme		
l l		
Make the		
appropriate choice		

		т 1
	of pronoun or noun	
	within and across	
	sentences to add	
	cohesion and avoid	
	repetition	
	Punctuate speech	
	correctly	
	Concern	
	Use fronted	
	adverbials with	
	appropriate	
	punctuation	
	Dunila will also be	
	Pupils will also be	
	able to use the	
	following	
	terminology:	
	Determiner	
	Pronoun	
	Possessive	
	pronoun	
	adverbial	
	<u>Vocab</u>	
	Building on	
	vocabulary	
	previously learned	
	to express their	
	ideas.	
	Use vocabulary	
1	* 1	

e.g. ear morning once Use voo shift at	cabulary to ttention, e.g. while, at that		
Dog ding Outgomes, skildren will be			

Reading Outcomes: children will be able to identify the purpose, structure and language features of folk tales.

Spoken Language Outcomes: Children will be able to read aloud their folk tale to the class.

Writing Outcomes: Children will be able to write a traditional folk tale using the purpose, structure and language features of folk tales.

	To develop,	Grammar,	- Recap stories and story structure from Year 3.	Teaching
Key stories	agree and	spelling,	- Introduce the new key story (or stories).	strategies
(3wks)	evaluate rules	punctuation and	- Identify themes and conventions.	Talk for Writing
	for effective	vocabulary	- Analyse the structure and chronology of the story.	(Imitation)
	discussion.		- Notice how the passing of time is conveyed.	(Innovation)
	Listen to	In reading,	- Analyse how the author sets up dilemmas and devises a	(Invention)
	others and ask	investigate:	solution.	Guided Writing
	relevant		- Plan, tell and write their own version of a key story using	(To include Write
	questions.	Standard English	different ways to portray the passing of time.	Away Together)
		verb inflections	- Re-write the same story in the form of a diary.	Reciprocal
		(e.g. I did instead of		reading strategies.
		I done)		-Read aloud and
				orally retell familiar
		Expanded noun		stories.

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 cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day) with appropriate punctuation In writing, children will apply these skills to:			
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 cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply		9 2	to
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 cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply			
with the curly hair) Paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply			ng
Paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply			
Paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply	with the curly hair)		
organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply		- · ·	
around a theme Appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply	Paragraphs to	seating, drama	
Appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply - Interence 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			
Appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply	around a theme	(conscience alley)
of pronoun or noun within and across sentences to add cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply			pps
within and across sentences to add cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply	Appropriate choice	- Inference from	
sentences to add cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply		1	
cohesion and avoid repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply Refer back to the text. - story map - oral rehearsal - look at examples of diaries (Reading as a writer) - Write Away Together			es
repetition How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply	sentences to add	and dilemmas.	
How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply - story map - oral rehearsal - look at examples of diaries (Reading as a writer) - Write Away Together	cohesion and avoid	Refer back to the	
How speech is punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply - oral rehearsal - look at examples of diaries (Reading as a writer) - Write Away Together	repetition	text.	
punctuated Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply			
Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply			
Use of fronted adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply	punctuated	-	
adverbials to show the passing of time (later that day)with appropriate punctuation In writing, children will apply		· · · · · · · · · · · · · · · · · · ·	ng
the passing of time (later that day)with appropriate punctuation In writing, children will apply		,	
(later that day)with appropriate punctuation In writing, children will apply			
appropriate punctuation In writing, children will apply		Together	
In writing, children will apply			
In writing, children will apply			
children will apply	punctuation		
children will apply			
these skills to:			
	these skills to:		

Use Standard English verb inflections	
Use expanded noun phrases with modifying adjectives	
Use paragraphs to organise ideas around a theme	
Make the appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition	
Punctuate speech correctly	
Use fronted adverbials with appropriate punctuation	
Pupils will also be	

<u> </u>		
	able to use the	
	following	
	terminology:	
	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. early that	
	morning, later on,	
	once	
	Use vocabulary to	
	shift attention, e.g.	
	SHILL ALICHUOH, C.g.	

meanwhile, at th	at	
very moment		

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.

Spoken Language Outcomes: Children will be able to retell their own key story prior to writing.

Writing Ou	ting Outcomes: Children will be able to plan and write their own version of a key story.					
	To speak	In reading,	- Analyse a range of play scripts and identify the structural	Teaching		
Play	clearly and	investigate:	conventions.	strategies		
scripts	convey ideas		- Revise the absence of narrative text from their comic strip	Talk for Writing		
(3wks)	confidently	The use of fronted	learning in Year 3.	(Imitation)		
	using standard	adverbials in stage	- Highlight that narrative information is given in stage	(Innovation)		
	English and to	directions	directions.	(Invention)		
	gain and		- Plan and write a play script applying the presentational	Guided Writing		
	maintain the	How play scripts	conventions of a play script throughout (refer to Year 3	(To include Write		
	interest of	are punctuated	learning).	Away Together)		
	listeners.		- Perform a play script using drama techniques and	Reciprocal		
		In writing,	expression.	reading strategies.		
		children will apply		- Guided reading		
		these skills to:		(share examples of		
				playscripts, identify		
		Use fronted		conventions)		
		adverbials		- Reading as a		
				writer		
		Punctuate scripts		-Read aloud and		
		correctly		orally perform		
		Pupils will also be		playscripts		

able to use the	L.	book talk
following		role play, hot
terminology:		eating, drama
		etivities
Determiner		story boxes/ props
Pronoun		Inference from
Possessive	pio	ctures/text (focus
pronoun	of	character's
adverbial	en	notions and how
<u>Vocab</u>	the	ese are depicted
Discuss		rough dialogue)
vocabulary and	- r	practise turning
extend their		alogue from
interest in the		rama into
meaning and	pla	ayscripts
origins of new		oral rehearsal
words.		Write Away
Understand and		ogether
use homophones		8
and near-		
homophones from		
Y4 spelling list.		
Understand and		
use words from		
the year 4 word		
list.		
IISt.		
D 1 0 4 (111 111 111 111 111 111 111 111 111		
Reading Outcomes: Children will be able to identify	y and evaluate structural conventions of play scripts.	

Spoken Language Outcomes: Children will be able to perform a play script using drama techniques and expression.

Year 4

Non	To explain or	In reading,	- Revise recounts from Year 3.	Teaching
Fiction	describe what	investigate:	- Read a range of recount examples.	strategies
Recounts	they have		-	Talk for Writing
(3wks)	learnt and ask	Standard English	- Write a newspaper style report using the correct structure	(Imitation)
	relevant	verb inflections	and language features (See Subject Knowledge Papers and	(Innovation)
	questions	(e.g. I did instead of	Progression Papers) focus on an effective ending.	(Guided Writing)
	using	I done)	- Children to read each others' reports as if they don't know	- Reciprocal
	Standard		anything about what has been recounted. Is it clear what	reading strategies.
	English	How expanded	happened and when? Is the recount ended effectively?	-Guided reading –
		noun phrases use	- Write the newspaper recount in a variety of way e.g. letter,	share newspaper
		modifying	diary, etc.	reports focus on
		adjectives		structure/language/
				effect
		How fronted		- Inference work –
		adverbials add		focus on headlines,
		variety to sentence		effect created to
		structure		entice reader (Book
				talk)
		How paragraphs		- Teacher model
		organise ideas		orally alongside
		around a theme		text map (with
				more complex
		The use of		sentence signposts
		appropriate choice		e.g. Moments later,
		of pronoun or noun		In a short while
		within and across		after)
		sentences		-boxing up to

_	
The use of direct	support sequencing
speech punctuation	events.
	- read, evaluate
In writing,	newspaper reports
children will apply	- Children orally
these skills to:	retell sequence of
	events from own
Using Standard	text map
	- Book talk,
	Reading as a writer
did instead of I	(letters, diaries)
done)	
Use expanded noun	
modifying	
adjectives	
Use fronted	
adverbials to add	
variety to sentence	
structure	
Use paragraphs to	
organise ideas	
around a theme	
Use appropriate	
or noun within and	
	In writing, children will apply these skills to: Using Standard English verb inflections (e.g. I did instead of I done) Use expanded noun phrases with modifying adjectives Use fronted adverbials to add variety to sentence structure Use paragraphs to organise ideas around a theme Use appropriate choice of pronoun

	1	
across sentences		
Dun structo on so sh		
Punctuate speech		
accurately		
Pupils will also be		
able to use the		
following		
terminology:		
Determiner		
Pronoun		
Possessive		
pronoun		
adverbial		
Vocab		
Extend their		
interest in the		
meaning of words.		
Children to		
propose changes		
to grammar and		
vocabulary when		
evaluating their		
writing.		
Understand and		
use homophones		
and near-		
homophones from		
Y4 spelling list.		
Understand and		

use words from the year 4 word list. Use vocabulary that signals time for example, then, next, after, meanwhile.		

Reading Outcomes: Children will be able to identify the key features of the ending of a recount.

Spoken Language Outcomes: Children will be able to evaluate each others reports orally.

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.

Poetry to	To speak		- Read and analyse a range of free verse and narrative poems.	Teaching
perform	clearly and	Pupils will also be	- Choose one or two poems to study.	strategies
Free verse	convey ideas	able to use the	- Describe the poem's impact and explain own interpretation	Talk for Writing
and	confidently	following	with reference to the language of the poem.	(Imitation)
narrative	using standard	terminology:	- Discuss the two different forms and discuss the effect on	(innovation)
(2wks)	English and to		the reader.	(Invention)
	gain and	Determiner	- Perform poems varying volume, pace, and using	Read and listen to a
	maintain the	Pronoun	appropriate expression when performing.	range of free verse
	interest of	Possessive		and narrative
	listeners.	pronoun		poetry.
		adverbial		-discuss vocab used
		Vocab		and play games to
		Understand		develop the
		figurative		children's use of
		language and		vocabulary

Year 4

70.40	T	(I
distinguish shades		(Jumpstart by Pie
of meaning among		Corbett)
related words.		-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 –
		Jumpstart by Pie
		Corbett
		- 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.

Year 4

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

Year 4

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

Use Standard English
verb inflections
Use causal phrases
(Because the raven was
always hungry)
Use paragraphs to
organise ideas around a
theme
Punctuate speech
correctly
Concerty
Use fronted adverbials
with appropriate
punctuation
Pupils will also be able
to use the following
terminology:
terminology.
Determiner
Pronoun
Possessive pronoun
adverbial
<u>Vocab</u>
Hear and learn new
vocabulary and use it in
discussions.
Introduce more varied
AND VALUE TRAVE

their ideas. Use		
standard and non-		
standard language		
appropriately.		
Use vocabulary to inject		
suspense, e.g. suddenly,		
without warning		
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	Spoken language	Grammar, spelling,	- plan and write a	
(2wks)	Listen to others	punctuation and	complete story by	
	and ask relevant	vocabulary	identifying stages in the	
	questions.		telling, including ways to	
	To develop their		sequence the narrative	
	understanding by	In reading, investigate:	(passing of time).	
	seeing patterns		- Use detail to build	
	and	Standard English verb	character descriptions	
	generalisations	inflections (e.g. I did	and evoke response to the	
	(interpreting	instead of I done)	character.	
	information) and		- Focus on different ways	
	begin to	How expanded noun	to introduce or connect	

Year 4

speculate, e wonder wha		paragraphs Children to read aloud	
would happ	en prepositional phrases are	their story.	
if	used		
	Paragraphs to organise		
	ideas around a theme		
	How apostrophes are		
	used to mark plural		
	possession (revise singular possession)		
	Singular possession)		
	How speech is		
	punctuated		
	Use of fronted adverbials		
	with appropriate		
	punctuation		
	In writing, children will		
	apply these skills to:		
	Use Standard English		
	verb inflections		
	Use expanded noun		
	phrases with modifying		
	adjectives and		
	prepositional phrases		

Use paragraphs to organise ideas around a theme
Use apostrophes to mark singular and plural possession
Punctuate speech correctly
Use fronted adverbials with appropriate punctuation
Pupils will also be able to use the following terminology:
Determiner Pronoun
Possessive pronoun adverbial
Vocab Use dictionaries to check the meaning of
unfamiliar words. Discuss words and phrases that capture
the reader's interest

and imagination from the text. Explain the meaning of words in context. Use vocabulary to inject suspense, e.g. suddenly,	
Use powerful verbs to describe actions, thoughts and feelings	

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.

Spoken Language Outcomes: Children will be able to read their story aloud to an audience.

Writing Outcomes: Children will be able to plan and write a complete story including the passage of time and evoking responses to the characters.

Explanation	Spoken language	Grammar, spelling,	- Read and analyse a
(3wks)	To develop their	punctuation and	range of explanatory
	understanding by	vocabulary	texts to identify key
	seeing patterns		features N.B Remember
	and	In reading, investigate:	that explanation texts
	generalisations		answer the questions <i>how</i>
	(interpreting	Standard English forms	and why.
	information) and	for verb inflections	- Distinguish between
	begin to		explanatory texts, reports
	speculate, e.g I	Use of paragraphs	and recounts.

wonder what	organised around a theme	- Choose one explanation	
would happen	1-8	text and summarise the	
if	Use of headings and sub-	processes orally, in flow	
To explain or	headings to aid	charts or cyclical	
describe what	presentation	diagram.	
they have learnt		- Highlight key language	
and ask relevant	Use of causal	and structural features of	
questions using	conjunctions	the explanatory text	
Standard English		chosen. (see Subject	
	Use of nouns within and	Knowledge Papers and	
	across sentences to aid	Progression Papers).	
	cohesion and avoid	- Contribute to shared	
	repetition	writing of an explanation	
		text.	
	In writing:	- Write independent	
	Standard English forms	explanatory text after	
	for verb inflections	teacher modelling.	
		- Children to check their	
	Use paragraphs organised	explanation text against	
	around a theme	the writer's knowledge	
		(Subject Knowledge	
	Use of headings and sub-	Papers).	
	headings to aid	- Edit and improve based	
	presentation	on their self-assessment	
		(see above).	
	Use of causal		
	conjunctions		
	Use of nouns within and		
	across sentences to aid		

cohesion and avoid repetition Punctuate correctly Pupils will also be able to use the following terminology: **Determiner Pronoun** Possessive pronoun adverbial Vocab **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, then, next, several months later Use causal vocabulary, for example because, so, this causes. **Reading Outcomes:** Children will be able to distinguish between explanatory texts and reports and recounts. 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.

Non	Spoken language	In reading, investigate:	- Revise features and	
chronological	To make	3,	structures of non-	
report	extended	Standard English forms	chronological reports	
(3wks)	contributions,	for verb inflections	(see Subject Knowledge	
, ,	explaining or		Papers).	
	giving reasons for	Use of paragraphs	- Gather information	
	their views and	organised around a theme	from a wide range of	
	choices.		sources to write a report	
		Use of headings and sub-	in which two or more	
		headings to aid	subjects are compared	
		presentation	e.g. solid, liquid and	
			gases.	
		Use of complex	- Revise effective note-	
		sentences to add variety	taking (build upon from	
			Year 3).	
		Use of nouns within and	- Observe that a grid	
		across sentences to aid	rather than a spidergram	
		cohesion and avoid	is appropriate for	
		repetition	representing information.	
		In writing:		
		Standard English forms		
		for verb inflections		
		Use paragraphs organised		

around a theme
Use of headings and sub-
headings to aid
presentation
Use a range of sentence
structures, including
complex sentences
Use of nouns within and
across sentences to aid
cohesion and avoid
repetition
Topoution
Punctuate correctly
Pupils will also be able
to use the following
terminology:
ter minorogy.
Determiner
Pronoun
Possessive pronoun
adverbial
Vocab
Use age-appropriate
academic vocabulary.
Use extended
vocabulary in a greater
variety of situations.
variety of Situations.

When reading, support the development of vocabulary. Use descriptive vocabulary including the language of comparison
language of comparison and contrast, for precision.

Reading Outcomes: Children will be able to gather information from a wide range of sources comparing two or more subjects.

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.

Poetry to perform	Spoken language	Pupils will also be able	- Revise work on	
Free verse and	To speak clearly	to use the following	narrative and free verse	
narrative	and convey ideas	terminology:	poetry from term 1.	
(1wk)	confidently using		- Write a free verse poem	
	standard English	Determiner	and a short narrative	
	and to gain and	Pronoun	poem.	
	maintain the	Possessive pronoun	- Perform poems varying	
	interest of	adverbial	volume, pace, and using	
	listeners.	Vocab	appropriate expression	
		Discuss words and	when performing.	
		phrases that capture		
		the readers interest and		
		imagination.		

Reading Outcomes: Children will be able to identify the key features of free verse and narrative.

Spoken Language Outcomes: Children will be able to perform their own poems using volume, pace and expression to gain and maintain the

Year 4

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

T	I ~ .	T	
	- Create a character who		
In writing, children	is a trickster to add to		
will apply these skills	the fun of myths or		
to:	create twists in the plot		
	of a legend.		
Use Standard English	- Write own version of a		
verb inflections (e.g. I	myth or legend using		
did instead of I done)	their knowledge of		
,	myths and legends (from		
use phrases to indicate	both Y3 & Y4). See		
the passing of time,	Subject Knowledge		
including fronted	Papers.		
adverbials			
use paragraphs to			
organise ideas around a			
theme			
theme			
use punctuation			
correctly, including			
speech			
specen			
Pupils will also be able			
to use the following			
terminology:			
ter minorogy.			
Determiner			
Pronoun			
Possessive pronoun			
adverbial			
auverbiai			

		Vocab 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, on the other side of the forest, back			
		at home.			
		the monte.			
Reading Outcome	s: Children will be abl	e to contrast the purpose,	structures and language fo	eatures of myths and legen	ids.
		vill be able to read their o	wn myth or legend aloud. wn version of a myth or le	gend.	
Key stories	To develop their	Grammar, spelling,	- Recap knowledge of		
(3wks)	understanding by	punctuation and	key stories from term 2.		
	seeing patterns and	vocabulary	- Introduce a new key		
	generalisations		story to be studied.		
	(interpreting	In reading, investigate:	- Analyse how authors		
	information) and		evoke time, place and		

Year 4

begin to speculate,	Standard English verb	mood in settings.	
e.g I wonder what	inflections (e.g. I did	- Identify themes and	
would happen if	instead of I done)	conventions.	
would happen ii	instead of 1 done)	- Making inferences	
	How expanded noun	about characters'	
	phrases are used to add	feelings, thoughts and	
	-	motives from their	
	detail through modifying		
	adjectives and	actions. Justify with	
	prepositional phrases	evidence.	
		- Make predictions of	
	The use of phrases to	how characters will	
	indicate the passing of	behave in different	
	time, including fronted	settings.	
	adverbials	- Identify how different	
		characters behave in	
	Paragraphs to organise	different settings from	
	ideas around a theme	texts read.	
		- Plan and write in role	
	Apostrophes to mark	from the perspective of a	
	plural possession	main character in a story	
		where the central	
	How texts are	character faces a	
	punctuated, including	dilemma which needs to	
	speech	be resolved.	
		- Write a letter from the	
		main character to a	
	In writing, children	friend who can help	
	will apply these skills	them solve the dilemma	
	to:		

Use Standard English	
verb inflections (e.g. I	
did instead of I done)	
Use expanded noun	
phrases to add detail	
through modifying	
adjectives and	
prepositional phrases	
prepositional pinases	
usa phrasas ta indicata	
use phrases to indicate	
the passing of time,	
including fronted	
adverbials	
use paragraphs to	
organise ideas around a	
theme	
use apostrophes to mark	
singular and plural	
possession	
punctuate correctly,	
including speech	
Pupils will also be able	
to use the following	
terminology:	

Determiner Pronoun Possessive pronoun adverbial Vocabulary 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	
word list. Use descriptive	

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	o speak clearly	In reading, investigate:	- Read a range of play			

Year 4

(2wks)	and convey ideas		scripts.	
	confidently using	The use of fronted	- Consolidate the	
	standard English	adverbials in stage	conventions for scripting	
	and to gain and	directions	a play e.g. the names of	
	maintain the		the characters, the words	
	interest of listeners.	How play scripts are	they speak,	
		punctuated	organisational	
			information (scene2:	
		In writing, children	The Kitchen) and stage	
		will apply these skills	directions (ENTER Sita,	
		to:	dancing).	
			- Write a play script	
		Use fronted adverbials	relating to a dilemma	
			familiar to themselves	
		Punctuate scripts	applying the	
		correctly	presentational	
			conventions of a script	
		Pupils will also be able	throughout.	
		to use the following	- Perform the play script	
		terminology:	using drama techniques	
			and expressions.	
		Determiner	- Evaluate the	
		Pronoun	appropriateness of the	
		Possessive pronoun	pace.	
		adverbial		
		Vocab		
		Use drama approaches		
		to support their		
		understanding of		
		meaning.		

Reading Outcomes	Reading Outcomes: Children will be able to identify the conventions for writing a playscript.							
Spoken Language	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	Participate in	In reading, investigate:	- Revise key features of					
(3wks)	discussions, taking		a persuasive text. (see					
	turns and listening	Standard English forms	Subject Knowledge					
	to what others say	for verb inflections	Papers)					
	and expressing their	instead of local spoken	- Distinguish between					
	own views,	forms	texts that try to persuade					
	building on their		and those that inform.					
	own and others	How paragraphs are	- Analyse how a					
	ideas by	used to organise ideas	particular view can most					
	considering	round a theme	convincingly be					
	different		presented.					
	viewpoints.	Use of pronouns or	- From examples of					
		nouns within and across	persuasive writing,					
		sentences to avoid	investigate how style					
		repetition	and vocabulary are used					
			to convince the reader					
		Use of fronted	(see subject knowledge					
		adverbials	papers).					
			- Evaluate					
		In writing, children	advertisements for their					
		will apply these skills	impact, appeal and					
		to:	honesty (use the Writer's					
			knowledge from the					
		Use Standard English	Subject Knowledge					
		forms for verb	Papers to support this).					
		inflections instead of	- Both orally and in					
		local spoken forms	writing, assemble and					

		sequence points in order	
	Use paragraphs to	to plan the presentation	
	organise ideas round a	of a point of view.	
	theme	- Children to present a	
		point of view orally and	
	Use pronouns or nouns	in writing. For example,	
	within and across	in the form of a letter,	
	sentences to avoid	persuasive report, radio	
	repetition	jingle, persuasive play	
	_	script, advertisement.	
	Use fronted clauses to	- Design an	
	persuade (Some of you	advertisement (poster,	
	might think that)	radio jingle) using the	
	Pupils will also be able	structure and language	
	to use the following	features from the subject	
	terminology:	knowledge papers.	
		- Re-read text (e.g.	
	Determiner	poster) as if you have no	
	Pronoun	opinion and decide if	
	Possessive pronoun	you would be persuaded.	
	adverbial		
	Vocab		
	Use persuasive		
	vocabulary to		
	emphasise a point of		
	view.		
	Progressively build a		
	varied and rich		
	vocabulary.		
	Propose changes to		
<u> </u>			

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 this shows, however, because.	
---	--

Reading Outcomes: The children will be able to distinguish between persuasive and information texts and evaluate adverts for impact, appeal and honesty.

Spoken Language Outcomes: The children will be able to assemble and sequence points orally prior to an oral presentation of a point of view.

Writing Outcomes: The children will be able to present and evaluate a point of view in writing, choosing a persuasive form.

writing Outcomes. The children will be able to present and evaluate a point of view in writing, choosing a persuasive form.						
Non	To explain or	In reading, investigate:	- Research information			
chronological	describe what they		and know what they			
report (2wks)	have learnt and ask	Use of Standard English	need to look for before			
(linked to	relevant questions	forms for verb	they begin.			
information text).	using Standard	inflections	- Know how to use			
	English		contents pages and			
		Use of paragraphs	indexes to locate			
		organised around a	information.			
		theme	- plan how to organise			

	.1	
	the information.	
Use of headings and	-collect information	
sub-headings to aid	under planned headings.	
presentation	-Review structure and	
	features of a non-	
Use of complex	chronological report (see	
sentences to add variety	Subject Knowledge	
,	Papers).	
Use of nouns within and	- Teacher demonstrates	
across sentences to aid	the writing of a non-	
cohesion and avoid	chronological report.	
repetition	-children to write a non-	
repetition	chronological report.	
To reveiting on	chronological report.	
In writing:		
Use Standard English		
forms for verb		
inflections		
Use paragraphs		
organised around a		
theme		
Use headings and sub-		
headings to aid		
presentation		
Use a variety of sentence		
structures, including		
complex sentences		
complex sentences		

Use nouns within and across sentences to aid cohesion and avoid repetition		
Punctuate correctly		
Pupils will also be able to use the following terminology:		
Determiner		
Pronoun		
Possessive pronoun		
adverbial		
Vocabulary		
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).		
Use age-appropriate		
ose age appropriate	I	<u> </u>

	T		T	T	
		academic vocabulary.			
		Use extended			
		vocabulary in a greater			
		variety of situations.			
		Use descriptive			
		vocabulary including			
		the language of			
		comparison and			
		contrast, for precision.			
Reading Outcomes	: The children will be	able to research and orga	nise information prior to	writing a non-chronologic	al report.
J		5	•	5	•
Writing Outcomes :	To write a short non	-chronological report fror	n information collected.		
Poetry to perform	To speak clearly	Pupils will also be able	- Read and perform		
Free verse and	and convey ideas	to use the following	poems relating to poetry		
narrative (1wk)	confidently using	terminology:	week, showing		
(Poetry Week)	standard English		understanding through		
, ,	and to gain and	Determiner	intonation, tone, volume		
	maintain the	Pronoun	and action.		
	interest of listeners.	Possessive pronoun			
		adverbial			
		Vocabulary			
		Discuss words and			
		phrases that capture			
		the reader' interest and			
		imagination to extend			
		their vocabulary.			
		Use technical			
		vocabulary for			
		example – repetition,			
		example – rependon,			

Year 4

one rhy sim per	literation, nomatopoeia, rhythm, yme; mile (like/as), ersonification, etaphor;		
--------------------------	--	--	--

Reading Outcomes: The children will be able to read a variety of poems in preparation for performing.

Spoken Language Outcomes: The children will be able to perform poems showing understanding through the use of intonation, tone, volume and action.

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