Year 4 Autumn

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Spelling | Handwriting | Punctuation | | | Grammar | | |
| Pupils should be taught to spell:   * Words that are homophones * Words with the prefix ’in-’ meaning ‘not’ * Words with the prefixes ’il-’, ‘im-’ and ‘ir-’ * Words with the prefix ’sub-’ meaning ‘below’ or further divided * Words with the prefix ’inter-’ meaning ‘between or among’ * Words from spelling list: strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe * Words ending in ’-ation’ * Words ending ’-ly’ (Y2) * Words ending ’-lly’ * Words where ‘ch’ makes a /sh/ sound * Words from spelling list: favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous * Words ending in ’-sion’ | Pupils should revise and be secure:   * Use the diagonal and horizontal strokes used to join letters (Y3) * Understand which letters are best left unjoined (Y3)   Pupils should be taught to:   * Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3/4) | Pupils should revise and be secure:   * Use familiar punctuation correctly * Use organisational devices to structure writing e.g. bullet points and sub-headings (Y3) * Begin to use inverted commas to punctuate direct speech (Y3)   Pupils should be taught to:   * Use inverted commas and other punctuation to indicate direct speech * Use commas after fronted adverbials | | | Pupils should revise and be secure:   * Express time, place and cause using conjunctions, adverbs and prepositions (Y3) * Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y3) * Use the forms of an or a according to whether the next words begins with a consonant or vowel (Y3)   Pupils should be taught to:   * Know the grammatical difference between plural and possessive plural s * Use Standard English forms for verbs inflections instead of local forms e.g we were not we was * Use fronted adverbials correctly * Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases | | |
| Composition | | | | Context and Purpose | | Terminology | |
| Pupils should revise and be secure:   * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary (Y3) * Compose and rehearse sentences orally increasing the range of sentence structures (Y3) * Use simple organisation devices in non-fiction writing (Y3) * Write for a range of real purposes ad audiences (Y3) * Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3)   Pupils should be taught to:   * Discuss writing similar to writing that they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3) * Write about settings, characters and plots in narratives (Y3) * Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency * Proof read for spelling and punctuation errors (Y3) * Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements (Y3) * Plan their writing by discussing and recording ideas (Y3) * Use paragraphs to organise ideas around a theme * Choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition | | | **Tuesday**  Write a diary extract from the man’s viewpoint  Write a description of the old lady and her house  Write their own story based on a different animal  **How to be a Viking**  Write their own story based on overcoming fears  Write a fact file about Vikings  **The Present**  Write a story about having a change of heart  Write a character description of their own character  Write an information leaflet about buying and owning a pet  **The Wish granter**  Write a setting description of the town square  Write an explanation text of how the machine works  Write a job description for a new Wishgranter | | | subordination  co-ordination  genre  third person  first person  personal pronoun  apostrophe  Standard English  adverb  synonyms  dialogue  conjunction  bullet points  inverted commas  time adverbials/conjunctions  paragraph  reporting clause  preposition  clause  subordinate clause  main clause  expanded noun phrase | formal  informal  rhetorical questions  headings  sub-headings  emotive language  persuasive language  consonant  vowel  fronted adverbial  direct speech  reported speech  figurative language |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Spelling | Handwriting | Punctuation | | | Grammar | | |
| Pupils should be taught to:   * Words ending in ’-ous * Words ending in ’-ous’ incl. those where ‘ge’ from the base word remains * Words where a suffix is added to words ending in ‘y’ * Words ending in ’-ious’ and ‘eous’ * Words from spelling list: extreme, although, breath, caught, different, exercise, medicine, thought, business, possession * Words where ‘au’ makes an /or/ sound (Y2) * Words ending in ’-tion’ * Words ending in ’-sion’ (Y3) * Words that are adverbs of manner\* * Words from spelling list: surprise, separate, group, height, potatoes, though, particular, through, caught, woman | Pupils should revise and be secure:   * Use the diagonal and horizontal strokes used to join letters (Y3) * Understand which letters are best left unjoined (Y3)   Pupils should be taught to:   * Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3/4) | Pupils should revise and be secure:   * Use familiar punctuation correctly * Use organisational devices to structure writing e.g. bullet points and sub-headings (Y3) * Begin to use inverted commas to punctuate direct speech (Y3)   Pupils should be taught to:   * Use inverted commas and other punctuation to indicate direct speech (Y4) * Use commas after fronted adverbials (Y4) | | | Pupils should revise and be secure:   * Express time, place and cause using conjunctions, adverbs and prepositions (Y3) * Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y3) * Use the forms of an or a according to whether the next words begins with a consonant or vowel (Y3)   Pupils should be taught to:   * Know the grammatical difference between plural and possessive plural s (Y4) * Use Standard English forms for verbs inflections instead of local forms e.g we were not we was (Y4) * Use fronted adverbials correctly (Y4) * Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4) | | |
| Composition | | | | Context and Purpose | | Terminology | |
| Pupils should revise and be secure:   * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary (Y3) * Compose and rehearse sentences orally increasing the range of sentence structures (Y3) * Use simple organisation devices in non-fiction writing (Y3) * Write for a range of real purposes ad audiences (Y3) * Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3)   Pupils should be taught to:   * Discuss writing similar to writing that they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3) * Write about settings, characters and plots in narratives (Y3) * Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency * Proof read for spelling and punctuation errors (Y3) * Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements (Y3) * Plan their writing by discussing and recording ideas (Y3) * Use paragraphs to organise ideas around a theme (Y3) * Choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition (Y3) | | | **Journey (LS) (Modern)**  Purpose – to entertain  Audience – write a story about going to a new place  **Barnabas Project (LS) (Modern)**  Purpose – to persuade  Audience – write a persuasive argument to not test animals to send to a cosmetic company  Purpose – to inform  Audience – write a newspaper report for display  **Tadeo Jones (film/ Historical)**  Purpose – to entertain  Audience – write a diary entry in the role of Tadeo Jones to perform | | | subordination  co-ordination  genre  third person  first person  personal pronoun  apostrophe  Standard English  adverb  synonyms  dialogue  conjunction  bullet points  inverted commas  time adverbials/conjunctions  paragraph  reporting clause  preposition  clause  subordinate clause  main clause | formal  informal  rhetorical questions  headings  sub-headings  emotive language  persuasive language  consonant  vowel  fronted adverbial  direct speech  reported speech  figurative language  regular  irregular verbs |

Year 4 Spring

Year 4 Summer

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Spelling | Handwriting | Punctuation | | Grammar | | |
| Pupils should be taught spell:   * Words ending in ’-cian’ * Words that are homophones * Words spelled with ‘c’ before ‘i’ and ‘e’ * Words containing ‘sol’ and ‘real’ \* * Words containing ‘phon’ and ‘sign’ \* * Words with the prefixes ’super-’, ‘anti-’ and ‘auto * Words with the prefix ’bi-’ meaning ‘two’ \* * Words from the spelling list: guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward * Words that are plurals with possessive apostrophes * Revision   \*extra rules on Willow Curriculum | Pupils should revise and be secure:   * Use the diagonal and horizontal strokes used to join letters (Y3) * Understand which letters are best left unjoined (Y3)   Pupils should be taught to:   * Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3/4) | Pupils should revise and be secure:   * Use familiar punctuation correctly * Use organisational devices to structure writing e.g. bullet points and sub-headings (Y3) * Use commas after fronted adverbials (Y4)   Pupils should be taught to:   * Use inverted commas and other punctuation to indicate direct speech (Y4) * Indicate possession by using the possessive apostrophe with plural nouns | | Pupils should revise and be secure:   * Express time, place and cause using conjunctions, adverbs and prepositions (Y3) * Use the forms of an or a according to whether the next words begins with a consonant or vowel (Y3) * Use fronted adverbials correctly (Y4)   Pupils should be taught to:   * Know the grammatical difference between plural and possessive plural s (Y4) * Use Standard English forms for verbs inflections instead of local forms e.g we were not we was (Y4) * Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4) * Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y3) | | |
| Composition | | | Context and Purpose | | Terminology | |
| Pupils should revise and be secure:   * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary (Y3) * Compose and rehearse sentences orally increasing the range of sentence structures (Y3) * Use simple organisation devices in non-fiction writing (Y3) * Write for a range of real purposes ad audiences (Y3) * Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3)   Pupils should be taught to:   * Discuss writing similar to writing that they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3) * Write about settings, characters and plots in narratives (Y3) * Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency * Proof read for spelling and punctuation errors (Y3) * Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements (Y3) * Plan their writing by discussing and recording ideas (Y3) * Use paragraphs to organise ideas around a theme (Y3) * Choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition (Y3) | | | **The River by Tom Percivel (Modern)**  Purpose – to inform  Audience – write a diary entry form Rowan  Purpose – to entertain  Audience – write a new story about Rowan and the bird  **Midsummer’s Night Dream (Historical)**  Purpose – to entertain  Audience - Write a recount of the story from a character’s viewpoint to share with parents  **Pigeon Impossible (film)**  Purpose – to entertain  Audience – write contrasting viewpoints of the story (pigeon and agent) to share with Y3  **Rhythm of the Rain (poetry/Modern)**  Purpose – to entertain  Audience – write a poem (Waterfalls song by Zaro Weil) about the weather to perform for class assembly  Purpose – to explain  Audience – write an explanation text (informal/formal) | | subordination  co-ordination  third person  first person  personal pronoun  Standard English  synonyms  dialogue  conjunction  inverted commas  time adverbials/conjunctions  paragraph  reporting clause  preposition  clause  subordinate clause  main clause | formal  informal  rhetorical questions  headings  sub-headings  emotive language  persuasive language  consonant  vowel  fronted adverbial  direct speech  reported speech  figurative language  similes  metaphors  prefix  regular  irregular verbs  possessive apostrophe |