













Year 4 - Autumn

Year 4 - Autumn													
	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
													
Grammar and Punctuation	<p>Writing (Composition):</p> <p>Plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas</p> <p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2), organising paragraphs around a theme, in narratives, creating settings, characters and plot</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Vocabulary, Grammar & Punctuation:</p> <p>Place Value of Punctuation and Grammar unit for the first half term. This runs alongside: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using the present perfect form of verbs in contrast to the past tense, using conjunctions, adverbs and prepositions to express time and cause, learning the grammar for years 3 and 4 in English Appendix 2, using and punctuating direct speech, using Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text], use and understand the grammatical</p>			<p>Writing (Composition) Plan their writing by:</p> <ul style="list-style-type: none">Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none">Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)Organising paragraphs around a themeIn narratives, creating settings, characters and plot. <p>Evaluate and edit by:</p> <ul style="list-style-type: none">Assessing the effectiveness of their own and others' writing and suggesting improvementsProposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)Fronted adverbials [for example, Later that day, I heard the bad news.]Use of paragraphs to organise ideas around a themeAppropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetitionUse of inverted commas and other punctuation to indicate direct speechUse of commas after fronted adverbialsIntroduction to inverted commas to punctuate direct speech			<p>Writing (Composition) Plan writing by:</p> <ul style="list-style-type: none">Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none">Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)Organising paragraphs around a themeIn narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none">Assessing the effectiveness of their own and others' writing and suggesting improvementsProposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesProof-read for spelling and punctuation errors			<p>Writing (Composition) Plan writing by:</p> <ul style="list-style-type: none">Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Discussing and recording ideas</p> <p>Draft and write by:</p> <ul style="list-style-type: none">In narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none">Assessing the effectiveness of their own and others' writing and suggesting improvementsProposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesProof-reading for spelling and punctuation errors <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]Introduction to paragraphs as a way to group related materialIntroduction to inverted commas to punctuate direct speechNoun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)Fronted adverbials [for example, Later that day, I heard the bad news.]Use of inverted commas and other punctuation to indicate direct speech			Writing (Composition) Plan writing by: <ul style="list-style-type: none">Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none">Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)Organising paragraphs around a themeIn narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none">Assessing the effectiveness of their own and others' writing and suggesting improvementsProposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesProof-reading for spelling and punctuation errors <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">Expressing time, place and cause using conjunctions [for example,

	terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.											<p>when, before, after, while, so, because], adverbs [for example, before, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech
Alan Peat Sentences			2AA sentences		2AA sentences			If, if, if, then As ly Emotion (comma) Verb, person ----ing, ----ed BOYS sentences				2AA sentences With a(n) action, more action.
Spelling Spelling Shed.	Homo phone s or near homophones	Prefix 'in'	Prefix 'il', 'im', 'ir'	Prefix 'sub'	Prefix 'inter'	Challenge words	Suffix -ation	Suffix -ation	Suffix -ly	Suffix -lly	'ch' says 'sh'	Challenge words
Handwriting	Whole words, Capital letters & bottom exit letter joins	Whole words, Capital letters & top exit letter joins	Whole words and joins	Whole words and joins	Whole words and joins	Whole words and joins	Whole words, Capital letters & bottom exit letter joins	Whole words, Capital letters & top exit letter joins	Whole words and joins	Whole words and joins	Whole words and joins	Whole words and joins
								Autumn 2 – Colonel Fazackerley Butterworth Toast – Charles Causley (Poetry) The Girl who Stole an Elephant – Nizrana Farook				

	Non-fiction texts from Literacy Shed+											
Writing outcomes	Flooded Writing in role, diary entries, dialogue, persuasive pleas Final Outcome: Non – Chronological Report			The Selfish Giant Letters, posters, signs, Final Outcome: An innovated story about kindness (Assessed)			Cinnamon Adverts, simile poems, diary, conversations using direct speech. Final Outcome: Diary entry		Escape from Pompeii Setting descriptions, news report Final Outcome: Retelling of animated version (Assessed)			One Christmas Wish Drama, summaries, different points of view Final Outcome A story opener
Writing Sequence	Lesson 1: To make predictions Lesson 2: To make inferences and predictions Lesson 3: To write an imagined conversation Lesson 4: To create questions and find solutions to a problem Lesson 5: To write in role	Lesson 1: To write to inform and persuade Lesson 2: To create imagined conversation Lesson 3: To reflect on the outcomes of a situation Lesson 4: To begin to write a leaflet Lesson 5: To finish writing a leaflet	Lesson 1: To plan a leaflet Lesson 2: To write the introduction Lesson 3: To write the next paragraphs Lesson 4: To edit my writing Lesson 5: To present my writing	Lesson 1: To write sentences Lesson 2: To use nouns Lesson 3: To use phrases Lesson 4: To identify different types of sentences Lesson 5: To use conjunctions Lesson 6: To use personification	Lesson 1: To use conjunctions Lesson 2: To use conjunctions Lesson 3: To use noun phrases Lesson 4: To identify different types of sentences Lesson 5: To identify key events	Lesson 1: To plan my descriptive story Lesson 2: To begin writing my story Lesson 3: To continue my writing Lesson 4: To continue my writing Lesson 5: To finish my writing	Lesson 1: To present my work (Assessed piece) Lesson 2: To express my opinions Lesson 3: To use persuasive language Lesson 4: To use emotive language	Lesson 1: To use similes Lesson 2: To use adjectives Lesson 3: To use a reporting clause. Lesson 4: To use subordinating conjunctions Lesson 5: To share writing and constructively criticize a partner's work..	Lesson 1. To identify and use verbs. Lesson 2. To use prepositional phrases Lesson 3. To examine a character Lesson 4 To write a letter Lesson 5. To create a news report	Assessment Week Lesson 3. To complete my news report Lesson 4. To organise the main events of a story Lesson 5: To plan my story	Lesson 1. To start writing my story. Lesson 2. To continue writing my story Lesson 3. to edit and improve my story Lesson 4. To present my story	Lesson 1. To analyse a story opener Lesson 2. To plan an innovated version of the story openers. Lesson 3. To write my story opener