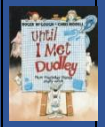
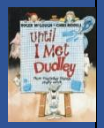
Year 4 Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
												
Grammar and Punctuation	Writing (Composition) Plan writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by: • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • In narratives, creating settings, characters and plot Evaluate and edit by: • 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 Vocabulary, Grammar & Punctuation • Expressing, 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) • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition		Writing (Composition) • 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 • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] • 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 Vocabulary, Grammar & Punctuation • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2 • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading		Writing (Composition) Plan writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by: • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • In narratives, creating settings, characters and plot Evaluate and edit by: • 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 Vocabulary, Grammar & Punctuation • Expressing, 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) • Appropriate choice of pronoun or noun within and across sentences to aid		Writing (Composition) • Plan their writing by discussing the structure, vocabulary and grammar of a range of writing and by discussing and recording ideas. Draft and write by: • Creating settings, characters and plots • Assessing their own and others' writing so as to improve meaning and effectiveness • Propose changes to grammar and vocabulary to improve consistency • Proof read for spelling and punctuation • Read aloud their own writing to a group or whole class using intonation and controlling tone and volume so that their meaning is clear Vocabulary, Grammar & Punctuation • Add clarity and detail to sentences by adding fronted adverbials. • Expand noun phrases by the addition of modifying adjectives, nouns and prepositions (e.g. the teacher expanded to the strict teacher with curly hair) • Inverted commas for direct speech and using a comma after the reporting clause e.g. The conductor shouted, 'Sit down!')			Writing (Composition) • Plan their writing by discussing the structure, vocabulary and grammar of a range of writing and by discussing and recording ideas. Draft and write by: • Creating free verse poems • Assessing their own and others' writing so as to improve meaning and effectiveness • Propose changes to grammar and vocabulary to improve consistency • Proof read for spelling and punctuation • Read aloud their own writing to a group or whole class using intonation and controlling tone and volume so that their meaning is clear Vocabulary, Grammar & Punctuation • Deliberately make unuausl language choices • Use brackets and asterisks for effect • Use of personification

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