



Year 4 Spring

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>	<u>Week 8</u>	<u>Week 9</u>	<u>Week 10</u>	<u>Week 11</u>	<u>Week 12</u>
												
Grammar and Punctuation	<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)• 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 improvements• Proposing 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, 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		<p>Writing (Composition)</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• 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 <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">• 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		<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)• 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 improvements• Proposing 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, 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		<p>Writing (Composition)</p> <ul style="list-style-type: none">• Plan their writing by discussing the structure, vocabulary and grammar of a range of writing and by discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none">• 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 <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">• 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!')		<p>Writing (Composition)</p> <ul style="list-style-type: none">• Plan their writing by discussing the structure, vocabulary and grammar of a range of writing and by discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none">• 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 <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">• Deliberately make unusual language choices• Use brackets and asterisks for effect• Use of personification			

						cohesion and avoid repetition								
Alan Peat	2A sentences '...as a' '...like a'	Double ly sentences	All the W's Noun, which/wh ere/who	De: De sentences		2A sentences Outside, Inside	2 pairs sentences	'...as a' '...like a'	Ing, ed		All the W's	Emotion, (comma) Double ly sentence s		
Spelling Spelling Shed.	Words ending in '-sion'	Words ending in '-ous'	Words ending in '-ous-' inc ge	Words where a suffix is added to ys	Words ending in '-ious' and '-eous'	Challenge words	Words where 'au' says'or'	Words ending in'-tion'	Words ending in '-sion'		Words ending in '-cian'	Adverbs of manner	Challenge words	
Handwrit ing	Top exit letters joining to Group T1 letters	Top exit letters joining to Group T2 letters	Mixed letter families	Mixed letter families & bottom join letters	Mixed letter families & top exit letter joins	Mixed letter families & joins	Bottom exit letters to Grps B1 and B2	Bottom exit letters to the letter e		Top exit letters to the letter e	Top exit letters joining group T2 letters		Top exit letters joining group T2 letters	Numbers and symbols
VIPERS	Spring 1 – There's an alien in the Jam Factory – Chrissie Sains Fluent in Five								Spring 2 – Iron Man – Ted Hughes From a Railway Carriage – Robert Louis Stevenson Fluent in Five					
Class reading books	Reading for Pleasure Leonora Bolt Lucy Brandt													
Writing outcome s	Jabberwocky Nonsense words, exploring different versions, reviews Final outcome: Performance to Y3		Until I met Dudley Posters, letters, explanations Final Outcome: Explanations (Cross curricular - Assessed)		Soar Character descriptions, playscripts, Final Outcome: An innovated story based on Soar (Assessed)			The Iron Man News report, character description, letter, diary Final Outcome: Newspaper report (Assessed)				Free Verse Poetry investigation, writing poems Final Outcome: Performance to peers		
Writing Sequence	Lesson 1: To investigate word classes Lesson 2: To interrogate text Lesson 3: To interpret a narrative Lesson 4: To use expanded noun phrases Lesson 5: To create a fantastical creature	Lesson 1: To write a descriptive piece. Lesson 2: To edit and improve my writing Lesson 3: To review oral telling of a poem Lesson 4: To develop oracy skills Lesson 5: To perform a poem	Lesson 1: To use conjunctions Lesson2: To use a range of question openers Lesson 3: To write a letter Lesson 4: To write a simple explanation Lesson 5: To use relative clauses	Lesson 1: To plan an explanati on Lesson2: To write an explanato ry paragraph Lesson 3: To make notes Lesson 4: To write a formal explanati on Lesson 5: To use relative clauses	Lesson 1: To plan an explanatio n Lesson2: To begin to write my explanatio n Lesson 3: To continue writing my explanatio n Lesson 4: To edit and improve my explanatio n Lesson 5: To present my explanation	Lesson 1: To use expanded noun phrases Lesson 2: To write a character description Lesson 3: To use dialogue Lesson 4: To turn dialogue into a playscript Lesson 5: To complete my playscript	Lesson 1: To plan an innovated story Lesson 2: To start my story Lesson 3: To continue my story Lesson 4: To edit and improve my story Lesson 5: To present my story	Lesson 1: To use modal verbs Lesson 2: To use formal language Lesson 3: To use similes Lesson 4: To use reported speech Lesson 5: To use modal verbs	Lesson 1: To Write a diary entry Lesson 2: To identify imagery Lesson 3: To use multi clause sentences Lesson 4: To build suspense Lesson 5: To use quotes as evidence	Lesson 1: To identify features of a news article Lesson 2: To write a lead paragraph Lesson 3: To use direct speech Lesson 4: To use reported speech Lesson 5: To conclude and edit my work	Lesson 1: To plan my news report Lesson 2: to start writing my news report Lesson 3: To continue writing my news report Lesson 4: To edit and improve my work Lesson 5: To present my work.	Lesson 1: To recognise the role of punctuation in a poem. Lesson 2: To draft a poem that uses brackets and asterisks Lesson 3: To consider language choices. Lesson 4: To write a free verse poem Lesson 5: To perform my free verse poem		