















Year 4 Summer														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 INSET	Week 10 Assessment Week	Week 11	Week 12	Week 13 wellness week	Week 14
														
Grammar and Punctuation	<p>Writing (Composition)</p> <p>Pupils should be taught to plan writing by:</p> <ul style="list-style-type: none">Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammarDiscussing and recording ideas <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 structuresOrganising paragraphs around a themeIn narratives, creating settings, characters and plotIn non-narrative material, using simple organisational devices [for example, headings and sub-headings] <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 errorsRead 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 Pupils should be taught to:</p> <ul style="list-style-type: none">Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughUse the present perfect form of verbs in contrast to the past tenseChoose nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionAppropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetitionUse conjunctions, adverbs and prepositions to express time and causeUse fronted adverbialsUse commas after fronted adverbials			<p>Writing 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style="list-style-type: none">Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownIn writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performedSelecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningIn narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actionPrécising longer passagesUsing a wide range of devices to build cohesion within and across paragraphsAssessing the effectiveness of their own and others' writingProposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronounIndicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]Brackets, dashes or commas to indicate parenthesisUse of commas to clarify meaning or avoid ambiguityUse of expanded noun phrases to convey complicated information conciselyDevices to build cohesion within a paragraph [for example, then, after that, this, firstly]How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)			<p>Writing (Composition)</p> <ul style="list-style-type: none">Discussing writing 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	Indicate possession by using the possessive apostrophe with plural nouns • Use and punctuating direct speech • 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)													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	
Alan Peat	All the W's 3 ed sentences	List sentences	-ing, -ed sentences Verb, person		2A sentences ing, -ed sentences Verb, person					Emotion, (comma)	Imagine sentences	Then; then; then; now	Verb, person		
Spelling Spelling Shed.	Challenge words	Homophones		Words spelled with c before l and e	Words containing 'sol' and 'real'	Words containing 'phon' and 'sign'	Words with prefixes 'super' 'auto' and 'anti'	Words with the prefix bi meaning 2	Challeng e words	Words that re plurals with possessive apostrophes	Revision	Revision	Revision	Wellness Week	
Handwriting	Bottom exit	Top exit	Mixed joins		Mixed joins	Mixed joins	Mixed joins	Bottom exit	Top exit	Mixed joins	Mixed joins	Mixed joins	Mixed joins	Wellness week	Mixed joins
VIPERS	Summer 1: Kensuke's Kingdom Non-fiction texts from Literacy Shed+									Summer 2: Viking Boy Non-fiction texts from Literacy Shed+					
Class reading books	Reading for Pleasure Arti and the Blue Gods Jasbinder Balin														
Writing outcomes	The Mermaid of Zennor Letters, informal language, different points of view, character descriptions Final Outcome: An innovated legend (Assessed)				Kensuke's Kingdom Haikus, tankas, 1 st person story, leaflets Final Outcome: Leaflet on experiencing Michael's journey (Cross-curricular linked with activity day with RED-Assessed) Retell of story through Haikus (decorated with Japanese blossoms)					Beowulf Descriptive writing, reviews of different versions Final Outcome: The next part of Grendel's story (his mother's revenge) (Assessed)				Final Outcome: A recorded and edited podcast about their time in Year 4	
Writing Sequence	Lesson 1: To use question openers and modal verbs Lesson 2: To investigate unknown words Lesson 3: To use the present perfect tense Lesson 4: To use conjunctions Lesson 5: To use	Lesson 1: To write in 1 st person Lesson 2: To use adverbials to link paragraphs Lesson 3: To use possessive apostrophes Lesson4: To use subheadings Lesson 5: To create a new character	Lesson 1: To plan my innovated story Lesson 2: To use paragraphs in my writing Lesson 3: To use adverbials in my story Lesson 4: To edit and improve my story Lesson 5: To present my story.	Lesson 1: To sort words according to syllables Lesson 2: To create haikus Lesson 3: To create haikus about a character Lesson 4: To retell a story through haikus Lesson 5: To present my haikus.	Lesson 1: To sort words according to syllables Lesson 2: To create tankas Lesson 3: To create tankas about a character Lesson 4: To retell a story through tankas Lesson 5: To orally present my haikus.	Lesson 1 to investigate a character in depth Lesson 2: To write as a character Lesson 3: To retell <i>The Black Hat</i> as Kensuke Lesson 4: To continue <i>The Black Hat</i> . Lesson 5: To edit and improve my story.	Lesson 1: to plan my leaflet (about the island) Lesson 2: To use adverbials Lesson 3: To use Lesson 4: To edit and improve my leaflet Lesson 1: to plan my leaflet (about the activity day)	Lesson 2: To use adverbials Lesson 3: To write the next 2 paragraphs Lesson 4: To edit and improve my leaflet Lesson 5: To present my leaflet.	Lesson 2: To write kennings Lesson 3: To use formal language Lesson 4: To use superlatives Lesson 5: To use dialogue	ASSESSMENT WEEK Lesson 1: To use expanded noun phrases Lesson 2: To use adverbials Lesson 3: To use descriptive vocabulary Lesson 4: To use noun phrases Lesson 5: To share my work.	Lesson 1: To create a word bank Lesson 2: To retell a clip Lesson 3: To retell a clip Lesson 4: To plan my story Lesson 5: To orally tell my story	Lesson 1: To use noun phrases Lesson 2: To use adverbials Lesson 3: To use direct speech Lesson 4: To edit and improve my writing Lesson 5: To present my work	Lesson 1: To learn about podcasts Lesson 2: To review podcasts Lesson 3: To plan the content of my podcast Lesson 4: To consider editing processes Lesson 5: To record my podcast	Lesson 1: To make changes to my podcast Lesson 2: To add effects to my podcast Lesson 3: To evaluate my podcast Lesson 4: To perform my podcast	

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