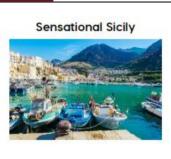
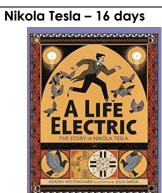
Ladysmith Federation

Year 4 Autumn Term









					Ted Hughes Illustrated by Caris Mark	22/2001 WIGHTELAND DISCOURSE PLANSAGE.
	Text Type		Narrative	Non – fiction: Persausive holiday Brochure	Narrative	Biography
maspenasm, perpession mining concerns			Write a description of a dream in the style of the BFG, gobblefunking with words	Plan and create a persuasive holiday brochure for Rome.	Coninue the plot – write the next four plot points of the Iron Man.	Research an inspirational person and plan and write a biography about them.
		Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	√	√	√	√ √
		Pupils should be taught to use relevant strategies to build their vocabulary.	√ ./	$\sqrt{}$		V
		Pupils should be taught to articulate and justify answers, arguments and opinions.	V	V	V	V
		Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
	nage	Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	\checkmark	\checkmark	\checkmark	\checkmark
	Lang	Pupils should be taught to use spoken language to develop understanding	\checkmark	\checkmark	\checkmark	\checkmark
	ken	through speculating, hypothesising, imagining and exploring ideas. Pupils should be taught to speak audibly and fluently with an increasing	\checkmark	\checkmark	\checkmark	\checkmark
	Spo	command of Standard English. Pupils should be taught to participate in discussions, presentations,	$\sqrt{}$	\checkmark	\checkmark	$\sqrt{}$
		performances, role play, improvisations and debates. Pupils should be taught to gain, maintain and monitor the interest of the	V	V	V	V
		listener(s).	,	.1	,	1
		Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	V	V	V	V
		Pupils should be taught to select and use appropriate registers for effective communication.	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V
National Curriculum Statutory Requirement		Pupils should be taught to write sentences by saying out loud what they are going to write about.	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
	io	Pupils should be taught to write sentences by composing a sentence orally before writing it.	\checkmark	\checkmark	\checkmark	$\sqrt{}$
	Writing Composition	Pupils should be taught to write sentences by sequencing sentences to form short narratives.	\checkmark		\checkmark	
		Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	\checkmark	\checkmark	\checkmark	\checkmark
		Pupils should be taught to discuss what they have written with the teacher or other pupils.	V	\checkmark	\checkmark	$\sqrt{}$
		Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	\checkmark	\checkmark	\checkmark	$\sqrt{}$
	~	The grammatical difference between plural and possessive –s				
	Word	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]		\checkmark		\checkmark
	Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher			$\sqrt{}$	V
		with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	\checkmark			\checkmark
		Use of paragraphs to organise ideas around a theme		\checkmark		V
	Text	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition				
	Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	√			
		Apostrophes to mark plural possession [for example, the girl's name, the girls' names]				
		Use of commas after fronted adverbials	√		\checkmark	



The Wizards Once

The Float

The Whale

the whale Floai **Year 4 Spring Term** Non-fiction: Newspaper Report Text Type Narrative Narrative Write an adventure story that Write a newspaper report about a Big Idea replicated onto a new plot -Independent, purposeful writing outcome Write a story about a child who includes the discovery of a strange incident at school. creature. has fun outside with a home-made toy but something goes wrong. Pupils should be taught to ask relevant questions to extend their understanding and knowledge. Pupils should be taught to use relevant strategies to build their vocabulary. Pupils should be taught to articulate and justify answers, arguments and opinions. Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and Pupils should be taught to gain, maintain and monitor the interest of the listener(s). Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of Pupils should be taught to select and use appropriate registers for effective communication. Pupils should be taught to write sentences by saying out loud what they are going to write about. Pupils should be taught to write sentences by composing a Composition sentence orally before writing it. Pupils should be taught to write sentences by sequencing sentences to form short narratives. Pupils should be taught to write sentences by re-reading what culum Statutory they have written to check that it makes sense. Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough Curric to be heard by their peers and the teacher. The grammatical difference between plural and possessive –s National Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 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 [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's **Punctuation** name, the girls' names] Use of commas after fronted adverbials

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Year 4 Summer Term			Once Upon a Raindrop The Story of Water	Aladdin and the Enchanted Lamp Philip Pullman's Aladdin Enchanted Lamp Illustrated by lan Beck	Gut Garden – A Journey into the Wonderful World of your microbiome	The River
		Text Type	Non-fiction: script for a factual tour	Narrative	Non-fiction: Explanation	Poem
g		Independent, purposeful writing outcome	Create a script for a factual tour of a topic of your choice.	Write a story set in modern times about a child who discovers a magical object that grants wishes.	Write an explanation text on how food chains work.	Write and perform a poem.
	Language	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	V	V	V	√ ·
		Pupils should be taught to use relevant strategies to build their vocabulary.	$\sqrt{}$	$\sqrt{}$	\checkmark	\checkmark
		Pupils should be taught to articulate and justify answers, arguments and opinions.	$\sqrt{}$	$\sqrt{}$	\checkmark	
		Pupils should be taught to give well-structured descriptions, explanations and narratives for different	$\sqrt{}$	$\sqrt{}$	\checkmark	
		purposes, including for expressing feelings Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to	√	\checkmark	\checkmark	
		comments. Pupils should be taught to use spoken language to	\checkmark	\checkmark	\checkmark	\checkmark
	Spoken	develop understanding through speculating, hypothesising, imagining and exploring ideas. Pupils should be taught to speak audibly and fluently	V	$\sqrt{}$	V	V
	Writing Composition Spo	with an increasing command of Standard English. Pupils should be taught to participate in discussions,	V	V	V	√ √
		presentations, performances, role play, improvisations and debates.	v	,	v	V
		Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	\checkmark	\checkmark	\checkmark	\checkmark
		Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the	\checkmark	\checkmark	\checkmark	
		contributions of others. Pupils should be taught to select and use appropriate	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	\checkmark
		registers for effective communication. Pupils should be taught to write sentences by saying out	√	√	√	·
_		loud what they are going to write about. Pupils should be taught to write sentences by	V	V	V	
ement		composing a sentence orally before writing it.	V	,	V	
equire		Pupils should be taught to write sentences by sequencing sentences to form short narratives.		$\sqrt{}$		V
~		Pupils should be taught to write sentences by re- reading what they have written to check that it makes	$\sqrt{}$	$\sqrt{}$	\checkmark	$\sqrt{}$
Statutory		sense. Pupils should be taught to discuss what they have	\checkmark	$\sqrt{}$	\checkmark	$\sqrt{}$
E		written with the teacher or other pupils. Pupils should be taught to read aloud their writing	V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
Curricul		clearly enough to be heard by their peers and the teacher.	·	,	,	·
onal (Word	The grammatical difference between plural and possessive –s		V		$\sqrt{}$
National		Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	V		√	
	9	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with				
	Sentence	curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]		\checkmark		
	Text	Use of paragraphs to organise ideas around a theme	$\sqrt{}$	V		
		Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition				√
	Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]		\checkmark		
		Apostrophes to mark plural possession [for example, the girl's name, the girls' names]		$\sqrt{}$		$\sqrt{}$
	Po	Use of commas after fronted adverbials		\checkmark		