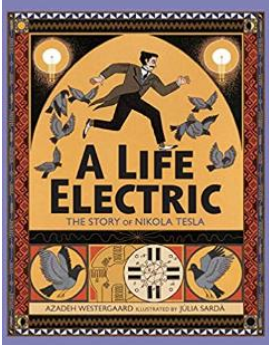
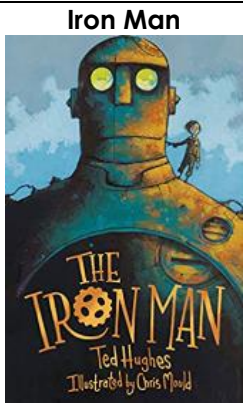
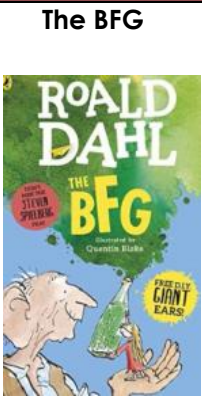


Year 4 Autumn Term



Text Type

Narrative

Non – fiction: Persausive holiday Brochure

Narrative

Biography

Independent, purposeful writing outcome

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.

National Curriculum Statutory Requirement

Spoken Language

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 debates.  
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 others.  
Pupils should be taught to select and use appropriate registers for effective communication.

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Writing Composition

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 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 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 to be heard by their peers and the teacher.

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Word

The grammatical difference between plural and possessive –s  
  
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]

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Sentence

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.]

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Text

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

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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

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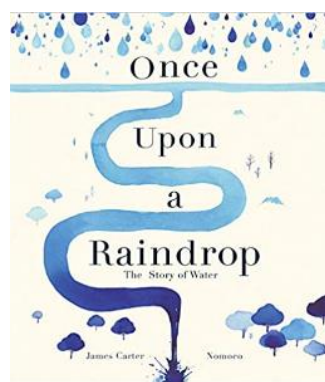
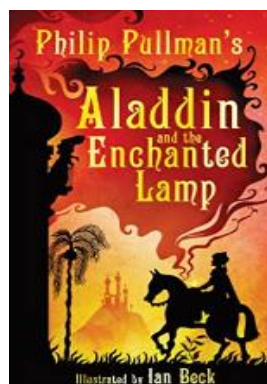


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Year 4 Spring Term		The Whale	The Wizards Once	The Float	
Text Type		Narrative	Non-fiction: Newspaper Report	Narrative	
Independent, purposeful writing outcome		Write an adventure story that includes the discovery of a creature.	Write a newspaper report about a strange incident at school.	Big Idea replicated onto a new plot - Write a story about a child who has fun outside with a home-made toy but something goes wrong.	
National Curriculum Statutory Requirement	Spoken Language	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 debates.	√	√	√
		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 others.	√	√	√
	Pupils should be taught to select and use appropriate registers for effective communication.	√	√	√	
Writing Composition	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 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 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 to be heard by their peers and the teacher.	√	√	√	
Word	The grammatical difference between plural and possessive –s		√	√	
	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]				
Sentence	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.]	√	√	√	
Text	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	√		√	
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	√	√	√	



# Year 4 Summer Term

Year 4 Summer Term			Once upon a raindrop	Aladdin and the Enchanted Lamp	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
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.
National Curriculum Statutory Requirement	Spoken Language	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 debates.	√	√	√	√
		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 others.	√	√	√	
Pupils should be taught to select and use appropriate registers for effective communication.	√	√	√	√		
Writing Composition	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 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 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 to be heard by their peers and the teacher.	√	√	√	√	
Word	The grammatical difference between plural and possessive –s		√		√	
	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]	√		√		
Sentence	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.]		√			
Text	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				√	
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		√			