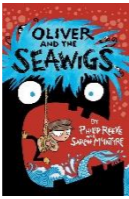

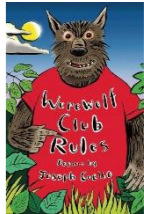
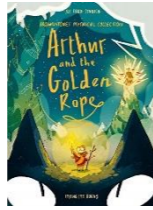
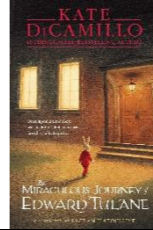
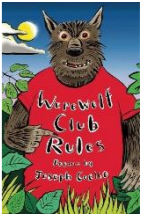
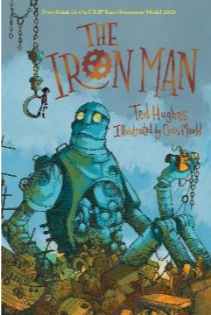
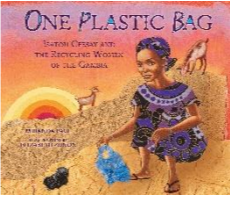
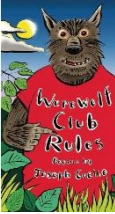


Year 4			Autumn term				
Text	Oliver and the Seawigs 		The Lion and the Unicorn (The Heavenly Elephant, Brer Wolf tries to catch Brer Rabbit) 			Werewolf Club Rules Poetry  I am a writer	
Writing Outcomes	Narrative- retelling of a chapter	Letter- balanced argument	Recount (diary)	Setting description (Heavenly Elephant)	Retelling from a different perspective (Elephant in The Heavenly Elephant)	Newspaper report	Writing responses to poetry Writing own poems
Vocabulary, Grammar and Punctuation Outcomes	<ul style="list-style-type: none"> -Expanded noun phrases for description and specification -Extending the range of sentences with more than one clause by using a wider range of conjunctions 	<ul style="list-style-type: none"> -Use of paragraphs to organise ideas around a theme -<i>Cohesive and persuasive devices</i> -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> -<i>1st person</i> -Correct choice and consistent use of past tense throughout writing Using fronted adverbials, using commas after fronted adverbials -Use of paragraphs to organise ideas around a theme -Expanded noun phrases for description and specification -Extending the range of sentences with more than one clause by using a wider range of conjunctions 	<ul style="list-style-type: none"> -Commas to separate items in a list -Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -<i>Similes</i> 	<ul style="list-style-type: none"> -Using fronted adverbials, using commas after fronted adverbials -Use of paragraphs to organise ideas around a theme - Expressing time, place and cause using prepositions 	<ul style="list-style-type: none"> -<i>Reported speech</i> -Use of inverted commas and other punctuation to indicate direct speech -Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -Extending the range of sentences with more than one clause by using a wider range of conjunctions -Correct choice and consistent use of past tense throughout writing -Using fronted adverbials, using commas after fronted adverbials 	<ul style="list-style-type: none"> -Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -Extending the range of sentences with more than one clause by using a wider range of conjunctions
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 4						
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 4						
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document						
Timescale	6 weeks			6 weeks			1 week

Year 4			Spring Term				
Text	Arthur and the Golden Rope 		The Miraculous Journey of Edward Tulane 			Werewolf Club Rules Poetry  Exploring emotions	
Writing Outcomes	Persuasive letter	Newspaper	Narrative Different ending	Recount Diary (as Susanna)	Instructions (packing up a bedroll)	Biography (one of the characters)	Write prose in response to poetry Write own poetry
Vocabulary, Grammar and Punctuation Outcomes	-Apostrophes for contracted forms -Apostrophes to mark plural possession -Expressing time, place and cause using conjunctions -How the grammatical patterns in a sentence indicate its function as a question and exclamation -Question marks -Exclamation marks	-Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -Using fronted adverbials, using commas after fronted adverbials -Standard English forms of verbs -Reported speech -Use of the progressive form of verbs in the present to mark actions in progress	-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -Use of inverted commas and other punctuation to indicate direct speech -Use of the present perfect form of verbs instead of the simple past -Adverbs (ly)	-Expressing time, place and cause using adverbs and prepositions -How the grammatical patterns in a sentence indicate its function as an exclamation -Exclamation marks -1 st person -Use of the progressive form of verbs in the past tense to mark actions in progress	- Expressing time, place and cause using adverbs -How the grammatical patterns in a sentence indicate its function as a command -Adverbs (ly) -Headings and sub-headings to aid presentation	-Correct choice and consistent use of past tense throughout writing -paragraphs -Expressing time, place and cause using conjunctions, adverbs and prepositions - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -Apostrophes for contracted forms -Apostrophes to mark plural possession	-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -Extending the range of sentences with more than one clause by using a wider range of conjunctions
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 4						
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 4						
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document						
Timescale	6 weeks			6 weeks			1 week

Year 4			Summer Term				
Text	Iron Man 			One Plastic Bag 			Werewolf Club Rules Poetry  The Nature of Poetry
Writing Outcomes	Character description	Diary Writing in Role	Explanation	Balanced Argument	Non-Chronological report	Narrative (retelling)	Write own poetry Prepare for performance
Vocabulary, Grammar and Punctuation Outcomes	-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -Extending the range of sentences with more than one clause by using a wider range of conjunctions	-How the grammatical patterns in a sentence indicate its function as an exclamation - Expressing time, place and cause using conjunctions, adverbs and prepositions -Headings and sub-headings to aid presentation -Apostrophes for contracted forms -Apostrophes to mark plural possession	-Correct choice and consistent use of present tense throughout writing -Use of the progressive form of verbs in the present to mark actions in progress -Subordinate clause -Use of paragraphs to organise ideas around a theme -Headings and sub-headings to aid presentation -Extending the range of sentences with more than one clause by using a wider range of conjunctions	-How the grammatical patterns in a sentence indicate its function as a question and exclamation -Question marks -Exclamation marks -Questions (rhetorical) -Use of paragraphs to organise ideas around a theme -Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	-Correct choice and consistent use of present tense throughout writing -Using fronted adverbials, using commas after fronted adverbials -Headings and sub-headings to aid presentation -How the grammatical patterns in a sentence indicate its function as a question -Question marks	-Use of inverted commas and other punctuation to indicate direct speech -Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -Extending the range of sentences with more than one clause by using a wider range of conjunctions -Subordinate clause -Use of the progressive form of verbs in the present and past tense to mark actions in progress -Use of the present perfect form of verbs instead of the simple past	-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -Extending the range of sentences with more than one clause by using a wider range of conjunctions
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 4						
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 4						
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document						
Timescale	6 weeks			6 weeks		1 week	