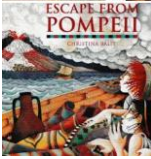



# Year 4

	Autumn				Spring			Summer		
<p><b>Progression of Core Texts</b>  <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	 <b>Jack and the Dreamjack</b> Laurence Anholt	 <b>Dare to Care: Pet Dragon</b> Mark Robertson	 <b>Escape from Pompeii</b> Christina Balit	 <b>Usborne Illustrated Grimm's Fairy Tales</b> Ruth Brocklehurst and Gillian Doherty	 <b>Paperbag Prince</b> Colin Thompson	 <b>Beachcomber</b> by George Mackay Brown	 <b>Ask Dr K Fisher about Animals</b> Claire Llewellyn Kingfisher	 <b>Firebird</b> Savior Pirotta	 <b>Until I Met Dudley</b> Roger McGough Frances Lincoln	 <b>A Question of History series</b> by Tim Cooke
<p><b>Big Ideas (audience and purpose and form)</b></p>	<p>To entertain-</p> <p>To write own voyage and return fantasy story based on Jack and the Dreamjack</p>	<p>To inform explanation</p> <p>To write own page(s) of advice on looking after a creature or object (real, e.g. puppy/wolf/bicycle/submarine or fantasy, e.g. frost)</p>	<p>To entertain- Retelling stories from another point of view. Build on knowledge gained from Y3 Volcanoes and Ancient Grease OW</p>	<p>To entertain- 1. Speaking: orally retell a fairy tale speaking audibly and gaining and maintaining the interest of the listener 2. Writing: to write an alternative ending to a fairy tale (Tom Thumb) in the style of the model text and</p>	<p>To entertain – narrative Environmentally themed story</p> <p>To devise and write a story set in a run-down setting in which something changes for the better</p>	<p>To entertain – poetry</p> <p>To write a poem about found objects, real or imagined, and express some feelings about them from the</p>	<p>To inform and persuade.</p> <p>To write a letter to an agony aunt/uncle and a reply.</p>	<p>To entertain – traditional story</p> <p>To write a quest story based upon Firebird structure.</p>	<p>Explanation</p> <p>To write your own imaginary (and real) explanation of how an everyday item works</p>	<p>Explanation Text- focus on questions</p>

		troll/lightning machine)		using key characteristics of the genre.		perspective of an autobiographical or fictional narrator				
<b>Independent purposeful writing outcomes</b>	I can write a voyage and return story.	I can write my own page of advice on looking after a creature object.	I can re-write the original story from one character's point of view	I can generate a written alternative to one of the fairy tale stories (ending)	I can devise and write a story set in a familiar but abandoned setting.	I can write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator	I can write formal and informal letters.	I can write a story using the quest blueprint	I can invent my own imaginary responses to the question of how they work, before researching and describing them.	I can create a page for the class Question of History book based on a current history study as a series of double page spreads.
<b>Grammar and punctuation</b>	Sentence construction. Recap of adverbials and Noun Phrases.  GD – Create a repeated refrain. Use	Precise vocabulary  Multi-clause sentences  Present tense  Paragraphs	using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions	Prepositional phrases  Adverbials  Dialogue  Apostrophes	Fronted adverbials  Expanded noun phrase  Past perfect verb instead of simple past tense.	Expanded noun phrases Prepositional phrases to expand nouns Commas in lists	Complex sentences, subordinating conjunctions, main and subordinate clauses  Formal/informal language  Word play for	Noun phrases Adverbials (similes) Complex sentences	Complex sentences Second person Present tense Wider range of punctuation (brackets and exclamation marks)	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although

	onomatopoeia and figurative language.		(e.g. before, after, during, in, because of) to express time, place and cause (Y4) indicate grammatical and other features by: · using commas after fronted adverbials (Y4) · indicating possession by using the possessive apostrophe with singular and plural nouns (Y4)				humour			(Y3/4) · choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition (Y4) using fronted adverbials (Y4) indicate grammatical and other features by: · using commas after fronted adverbials (Y4) Pupils should be taught to use: · [introduction to] paragraphs as a way to group related material (Y3) · paragraphs to organise ideas around a theme (Y4)
<b>Spelling</b>	RWI									
<b>Handwriting</b>	Nelson Handwriting Scheme									