

YEAR 4	Autumn 1 <i>Dinosaur poems</i> By John Foster & Korky Paul	Autumn 2 <i>Stone girl, Bone girl</i> By Laurence Anholt <i>Chimney Child</i> By Laurie Sheehan	Spring 1 <i>Peach Boy</i> Meredith Weatherby (translator) Florence Sakade (editor)	Spring 2 <i>Escape from Pompeii</i> By Christina Balit <i>The Pebble in my pocket</i> By Meredith Hooper	Summer1 <i>The Iron Man</i> By Ted Hughes Chris Mould (illustrator) <i>How things Work</i> By Conrad Mason	Summer 2 <i>The Journey</i> By Aaron Becker
Literary Form	Poetry	Biography Narrative (building stamina)	Traditional tale	Picturebook Non-fiction	Narrative (classic text) Non-fiction	Picturebook (fantasy, wordless)
Link to Main NC Area of Learning	TOPIC: Footprints Local History Study: Victorians/Mary Anning Geography: Continents, earthquakes and volcanoes	TOPIC: Footprints Local History Study: Victorians/Mary Anning	TOPIC: Active Planet Geography: Place knowledge; volcanoes	TOPIC: Active Planet Geography: Volcanoes; Place knowledge; formation of planet Earth History: Romans	TOPIC: Inventions DT: Moving toys	TOPIC: Inventions
PSED & Human Themes	Celebrating difference	Overcoming adversity	Courage and duty	Passing of time	Friendship and betrayal	Escape
Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> Beating pulse and rhythm Performance poetry Listening to poets Lifting meaning through performance reading Developing inference Developing experience by making intertextual connections Looking at language 	<ul style="list-style-type: none"> Reading illustration Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voices 	<ul style="list-style-type: none"> Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections 	<ul style="list-style-type: none"> Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections 	<ul style="list-style-type: none"> Visualisation Predicting Looking at language Scanning for information Drawing on personal experiences and values Affective response Making personal connections 	<ul style="list-style-type: none"> Visualising Developing inference Character comparison Predicting and summarising Making intertextual connections
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. 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; apostrophes to mark plural possession; use of commas after fronted adverbials. <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial. 					
Language Competency: through reading, talk and writing	Poetic language Language and word play: Homophones Visual patterns in rhyming words – onset and rime Onomatopoeia – consonant clusters Syllabification for spelling Narrative poetry Figurative language Using language for intent and effect on the reader Language for the printed page and that to be heard Book Talk	Non-fiction explanatory voice Formal tone and register Passive and active Consistent present tense Paragraphs to organise ideas Fronted adverbials and conjunctions in co-ordinating and relative clauses Hypotheses and questions – adverbs indicating possibility Precise vocabulary choice Choice of nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Morphology – plurals	Traditional tale voice Consistent past tense, including progressive past tense, including progressive Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Debate, discussion and dilemma – subjunctive, modal verbs Fronted adverbials and conjunctions in co-ordinating and relative clauses Morphology – plurals Plural possession – apostrophes Book Talk	Consistent past tense; progressive and perfect Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Paragraphs, parenthesis and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive	Narrative voice Fronted adverbials and conjunctions in co-ordinating clauses Descriptive and scientific language – verb prefixes Debate, argument and persuasive language – modal verbs and subjunctives Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Command sentences Paragraphs for cohesion Book Talk	Narrative voice Consistent past and present tense; progressive, present perfect Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis, pronouns and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive
Extended Writing Outcome	Poetry in a range of forms Information texts (science)	Diary of Mary Anning Biography of Dr Barnado	Narrative: alternative ending Diary of Momotaro	Newspaper report Letter from Rome	Persuasion Formal letter Watercycle story	Narrative