

YEAR 4	Autumn 1 <i>The Lorax</i> by Dr Seuss <i>How to be a Lion</i> by Ed Vere	Autumn 2 <i>Stone girl, Bone girl</i> by Laurence Anholt <i>Oliver Twist</i> by Charles Dickens (retold by Gill Tavner)	Spring 1 <i>Peach Boy</i> by Meredith Weatherby and Florence Sakade <i>Everest</i> by Sangma Francis and Lisk Feng	Spring 2 <i>Julius Caesar – A Shakespeare Story</i> by Andrew Matthews and Tony Ross	Summer 1 <i>The Iron Man</i> by Ted Hughes Chris Mould (illustrator)	Summer 2 <i>The Journey</i> by Aaron Becker
Literary Form	Poetry Picturebook	Biography/Historical narrative Narrative– illustrated classic novel	Traditional tale Non-fiction/Picturebook	Playscript/Historical narrative	Narrative - illustrated modern classic novel	Picturebook (fantasy, wordless)
Link to Main NC Area of Learning	TOPIC: Footprints Local History Study: Victorians/Mary Anning	TOPIC: Footprints Local History Study: Victorians/Mary Anning	TOPIC: Active Planet Geography: Place knowledge; volcanoes	TOPIC: Active Planet History: Romans	TOPIC: Inventions DT: Moving toys	TOPIC: Inventions
Reading: Experience, Knowledge, Skills and Strategies	Beating pulse and rhythm Listening to poets & performance poetry Developing fluency through performance Developing inference and deductions Developing experience by making intertextual connections Looking at language Reading & responding to illustration Character comparison Predicting Making personal connections Empathise Link texts and illustrations	Reading illustration Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voices Visualise Respond to illustration Skimming, scanning and close reading Looking at language Clarify and define vocabulary Developing inference and deduction Build stamina	Predicting and summarising Developing inference Character comparison Broadening reading material to include distinctive style and tone of traditional tales Consider storytelling language & tropes Making intertextual connections Reading & responding to illustration Develop personal, critical and evaluative response Empathise Non-fiction structure and intention	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections Ask, answer and evaluate questions	Visualising Predicting Looking at language Drawing on personal experiences and values Affective response Making personal connections Responding to illustration Character comparison Scanning and close reading Develop inference and deduction Develop personal, critical and evaluative response Build reading stamina Form intertextual links	Visualising Developing inference and deduction Character comparison Predicting and summarising Making intertextual connections Reading & responding to illustration
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 Storymapping and narrative structure Book Talk	Formal tone and register Passive and active Consistent present/past 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 Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Non-fiction explanatory voice Fronted adverbials and conjunctions in co-ordinating and relative clauses Descriptive and scientific language – verb prefixes 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 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 Persuasion (letter to the Once-ler)	Diary of Mary Anning Biography of Charles Dickens Narrative: historical setting	Narrative Non-fiction book-making Poetry: haikus and cinquains	Persuasive speech Character description Non-fiction – information leaflet	Narrative – adventure Letter Diary	Narrative Picture book making Letter