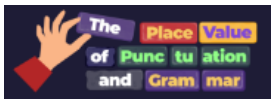
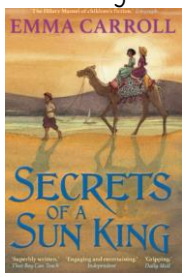
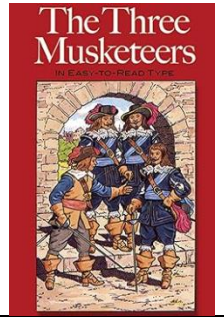
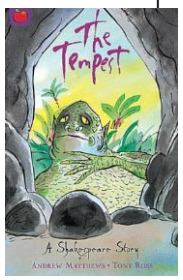
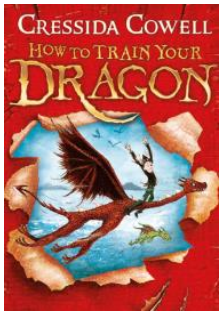
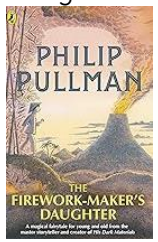
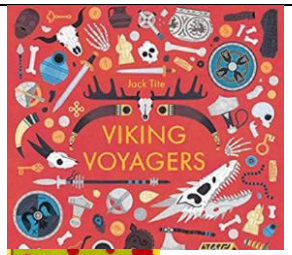
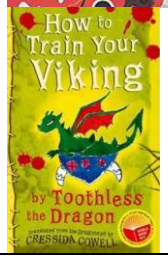
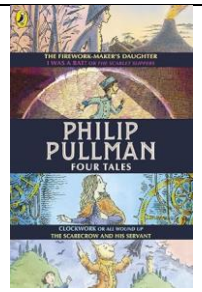
Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	PVPG  Extinct Animals 	Secrets of a Sun King  The Three Musketeers 	RSC-The Tempest 	How to Train your Dragon 		The Firework Maker's Daughter 
Writing Genre	**To Inform** Non-chronological report on Extinct animals	**To Entertain** Setting description Narrative	**To Entertain** Narrative **To Inform** Instructions	**To Inform** Non-chronological report **To Entertain** Character description Narrative		**To Entertain** Narrative Poetry

Addition Texts				 	
Composition Objectives	**Non-fiction** **Plan** - discussing writing similar to that which they are planning to write in order to understand and learn from its structure. **Draft** - organising paragraphs around a theme. **Edit** - assessing the effectiveness of their own and others' writing and suggesting improvements **Proofreading**	**Plan** - discussing writing similar to that which they are planning to write in order to understand and learn from its structure. **Draft**- in narratives, creating settings and characters **Draft** - organising paragraphs around a theme **Edit** - assessing the effectiveness of their own and others' writing	**Plan** - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed **Draft** – selecting appropriate grammar and vocabulary, understanding how such choices	**Non-fiction** **Plan** - discussing writing similar to that which they are planning to write in order to understand and learn from its structure. **Draft** - organising paragraphs around a theme. **Edit** - assessing the effectiveness of their own and others' writing and suggesting improvements **Proofreading** **Fiction**	**Plan** - discussing writing similar to that which they are planning to write in order to understand and learn from its structure. **Draft** - in narratives, creating settings, characters and plot **Draft** - composing and

		and suggesting improvements **Proofreading** and others' writing	can change and enhance meaning **Draft –** in narratives, describing settings and characters and integrating dialogue **Edit** - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning **Proofreading** **Instructional writing** **Draft** - using a wide range of devices to build cohesion within and across paragraphs	**Plan** - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Draft -** in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character **Edit** - assessing the effectiveness of their own and others' writing **Plan -** noting and developing initial ideas, drawing on reading and research where necessary **Draft** - using a wide range of devices to build cohesion within and across paragraphs **Draft** - using further organisational and presentational devices to structure text and to guide the reader	rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures **Edit** - proposing changes to grammar and vocabulary to improve consistency **Performance poetry** Perform their own compositions, using appropriate intonation,

			Draft - using further organisational and presentational devices to structure text and to guide the reader **Proofreading** **Performance**: reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language (promenade) **Proofreading**		volume, and movement
GPS English Focus	Revisit inverted commas.	Revisit conjunctions. Revisit word classes including prepositions.	Revisit clauses and subordinate clauses.	**Adverbials of time, place and manner.**	Consolidation, challenge and application of

	Some difference in standard and non-standard English	Co-ordinating conjunctions	Determiners		grammar and punctuation as required.
Ellison Sentence Menu	16. Ad, same ad sentences (adjective pairs) 17.3ed sentence 19. Emotion word, (comma) sentences	18. Personification weather sentences 20. First word last sentences	21. Cohesive device sentences	22. Short sentences also known as SFX (special effects)	
On-going Transcription Objectives	- use the first two or three letters of a word to check its spelling in a dictionary				
Handwriting	Pupils will be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].				

Nelson Handwriting	Forming descenders accurately: sp Forming ascenders accurately: al Practising the diagonal join to a small letter: ci Practising the diagonal join to a tall letter: mb Practising joining to and from the letter l: ale Practising joining to the letter y: ly	Practising forming the letter s correctly: es Practising joining from the letter i: ie Practising spacing between letters: ed Practising writing with a slant: ake Practising forming capital letters Practising writing the letter t at the correct height: ti Practising spacing letters consistently: ew	Practising forming double letters correctly: ff Practising joining to the letter e: he Practising joining to the letter k: ck Practising the second join: ch Practising joining from the letter e: ei Practising the horizontal join: ous Practising joining from the letter a: ap	Practising with punctuation: ! Practising diagonal joins to the letter y: ly Practising joining to and from the letter r: ure Practising joining from the letter w: wh Practising forming numerals correctly	Practising writing silent letters: wr Practising joining from the letter f: ft Practising writing decorated capital letters	Consolidation of letter formation and joins as required
Oracy	**Speak audibly and fluently with an increasing command of Standard English.** Rehearsal of sentence structure-PVPG.	**Ask relevant questions to extend their understanding and knowledge.**	**Participate in discussions, presentations, performances, role play, improvisations and debates.**	**Use relevant strategies to build their vocabulary.** Dictionary work- Putting	**Consider and evaluate different viewpoints, attending to and building on the contributions of others** Class discussion on character's thoughts and feeling from	

	Participate in performances **Projecting voice in larger spaces-** E-Safety	Hot Seating- Characters from The Three Musketeers **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** Orally rehearsing sentences for narrative.	**Gain, maintain and monitor the interest of the listener(s)** Shakespeare- Drama performance.	new vocabulary into context and discussing this with the class.	various stages of the text- A Firework Maker's Daughter. **Speak audibly and fluently with an increasing command of Standard English.** **Participate in performances** Performing poetry