

Year 4												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts	Book of Hopes (Narrative)	A question of History (Information Text - Non-fiction)	The Most Wonderful Thing in the World (Narrative – Traditional Tale)	Until I met Dudley (Non-fiction – explanation text)	Paper Bag Prince (Narrative)	Persuasive Letter	The Works	Intriguing Animals	Paint me a Poem by Grace Nichols	Meet the Artist! Alexander Calder by Patricia Geis	I don't believe it Archie by Andrew Norriss	Voices in the Park
Links to Wider Curriculum	Links to History with The Romans- Developing children's understanding of knowledge and concepts. Links to DT with Storybooks- Developing children's knowledge of mechanisms.				Links to Science of Living things- Developing children's understanding of exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment.				Links to Art- Developing the children's skill in be able to describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Links with RSE and living in the wider world- Developing the children's understanding of about stereotypes in the workplace and that a person's career aspirations should not be limited by them race, gender, nationality, disability and equal rights.			
Independent purposeful writing outcomes	To write a story about a surprising encounter with an animal (real or mythical) with a positive outcome. To create a class <i>A Question of History</i> book based on a current history study as a series of double-page spreads		To write own story in a 'traditional' style. To write an imaginary (and real) explanation.		To devise and write a story set in a familiar but abandoned setting. To write own persuasive letter about an issue of importance to each child.		To write a presentation and perform a poem as a group Optional: To write a poem based on the poems studied. To write an information text about three different animals, organised in a specific way (or contribute to a group or class book about animals).		To write a biography about a person of interest. To respond to art through poetry.		To write a chapter based on a series of events To write the story of the film from one character's point of view: Voices on the Pier.	
Strategic End Points	Assessment Unit: Focus on story plot. Sentence knowledge from Y3 (security).	Information Text with children explaining their knowledge of an element of history. Non-fiction paragraphs Learn about cohesion.	Plot and Setting narrative focus. Descriptive devices – noun phrases (+ adverbials)	Introduction to new non-fiction style – explanation. Introduction of cause-and-effect multclause sentences – different use of subordination.	Further development of setting. Adverbials should be being used with the introduction of prepositional phrases to build the setting.	Introduction to a new non-fiction style- persuasive writing. Children should be able to write paragraphs surrounding a theme.	Introduction to new styles of poetry. Developing children's skills and knowledge to improve writing through editing.	Information text Adverbials- to give detail through interesting information. Introduction to complex sentences to give more information in an interesting way.	Poetry – in response to artwork Creating imagery through similes . Using effective word choices	Introduction to new non-fiction style- Biography Paragraphing – according to topic/content now independent. Using commas with fronted adverbials	Introduction to writing part of a novel as a chapter. Using paragraphing and cohesion to show a series of events.	Narrative – told in the 1 st person Children will show correct use of all speech punctuation
Termly End Points	By the end of this term, the children will have experience of writing two different types of story plot – modern nonsensical and traditional tales. Introduction to core Y3/4 grammar.				By the end of this term, the children will have experience of writing a description setting in an abandoned form. The children will experience writing a letter to persuade the reader about a particular issue. Children will develop their knowledge of using adverbials to show when, where and how. Use powerful and modal verbs as well as continue to practise using pre and post expanded noun phrases.				By the end of this term, the children will have experience of writing two narratives; one using 1 st person and the other to write a chapter as part of a novel. The children will experience writing a biography for the first time about an artist studied in our Learning Enquiry and responding to different artwork in the form of a poem. The children will now be able to independently demonstrate all of the grammatical objectives from the Year 4 curriculum.			

<p>Grammar and punctuation</p>	<p>Y3 Using the present perfect form of verbs instead of the simple past tense (e.g. He has gone out to play contrasted with He went out to play) (1)</p> <p>Using conjunctions (e.g. when, before, after, while, so, because) (1), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in because of) to express time, place and cause (1)</p> <p>Inverted commas to punctuate direct speech (1)</p> <p>Y3/4 Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although. (1)</p> <p>Using direct speech (1)</p> <p>Y4</p>	<p>Y3/4 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (2)</p> <p>Using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause (Y3)</p> <p>Choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition (Y4) (1).</p> <p>Using fronted adverbials. (2)</p> <p>Using commas after fronted adverbials. (1)</p> <p>Paragraphs to organise ideas around a theme. (1)</p>	<p>Y3/4 Extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although' (3)</p> <p>Using conjunctions (3), adverbs and prepositions to express time, place and cause. (3) (Y3)</p> <p>Using inverted commas (Y3) and other punctuation (Y4) to indicate direct speech (2)</p> <p>Using paragraphs to group related material (Y3) (2)</p> <p>Using paragraphs to organise ideas around a theme. (2)</p> <p>Present perfect and past perfect (2)</p>	<p>Y3/4 Use sentences with different forms: statement, question, exclamation, command (Y2 revision). (1)</p> <p>Learn how to use both familiar and new punctuation correctly (Y2 revision). CONTRACTONS (1)?</p> <p>Y3 Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although.</i> (4)</p>	<p>Y4 Use fronted adverbials (4).</p> <p>Use expanded noun phrases to create description for reader. (1)</p>	<p>Y4 Using noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. (2)</p> <p>Y5 Using expanded noun phrases to convey complicated information concisely (2)</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions (5)</p> <p>Use of paragraphs to organise ideas around a theme (3)</p>		<p>Y3 Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (5)</p> <p>Using conjunctions (5), adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time, place and cause. (6)</p> <p>Y4 Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition (2).</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns (2)</p> <p>Use of paragraphs to</p>	<p>Y3/4 Expand noun phrases by modifying adjectives, nouns and prepositional phrases (e.g. <i>the strict maths teacher with curly hair</i>). (3)</p>	<p>Y3 Express time, place and cause using conjunction (6), adverbs and/ or prepositions. (7)</p> <p>Y4 Use fronted adverbials with commas (2).</p>	<p>Y3 Using the present perfect form of verbs in contrast to the simple past tense (2)</p> <p>Y3/4 Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i> (7)</p> <p>Using conjunctions, adverbs and prepositions to express time, place and cause (7)</p> <p>Using and punctuating direct speech (3)</p> <p>Introducing paragraphs as a way to group related material (5)</p> <p>Y4 Using paragraphs to organise ideas around a theme (5)</p>	<p>Y3 Inverted commas to punctuate direct speech (3)</p> <p>Using direct speech (Y3/4). (3)</p> <p>Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to the strict maths teacher with curly hair</i>) (4)</p> <p>Choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (3).</p> <p>Inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation</p>
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	Inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas (1)							organise ideas around a theme.(4)					within inverted commas. (4)
Spelling	No Nonsense Spelling Programme												
Handwriting	Pupils will follow the Letter-join scheme of work for their year group.												