



Year 4	Autumn 1 Topic: Rise of the Robots Rage of the Rivers (Rivers)	Autumn 2 Topic: Let the Games begin (The Greeks)	Spring 1 Topic: Invasion! (Saxons)	Spring 2 Topic: Fire and Ice (Biomes and Climate Zones)	Summer 1 Topic: Environmental Explorers (Local Study)	Summer 2 Topic: Environmental Explorers (Natural Resources- UK and Alaska)
Reading Journey	The Wild Robot (fiction) Class reader: Icarus Was Ridiculous	The Wild Robot Encyclopaedia of Ancient Greece (non-fiction) So, You Think You've Got It Bad? (non-fiction) Christmasaurus Class reader: Icarus Was Ridiculous	The Iron Man (fiction) The Iron Woman (fiction) Class reader: The Weather Weaver	Non-fiction book awards (Library time/morning work) The Firework Maker's Daughter (fiction) (6 weeks) Class reader: The Weather Weaver	Odd and the Frost Giants (fiction) (4 weeks) Poems From a Green and Blue Planet (poetry) Class reader: The Borrowers	The Bolds on Holiday (fiction) (4 weeks) Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay Class reader: The Polar Bear Explorers Club
Main text driver	The Robot Ate My Homework (Short Video Clip) The Lost Thing	Myths and Legends: <i>Pandora</i> <i>Minotaur and the Maze</i> <i>Icarus</i> Flanimals	The Iron Man Jabberwocky	Shackleton's Journey	Whole School Text Odd and the Frost Giants	BFG Greta and the Giants
Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics)	The Lost Thing video clip	Fantastic beasts Film clip from Harry Potter (Cornish Pixies) Argos Christmas Joker advert Verbal Greek Myths: Pandora's Box -Theseus and the Minotaur Percy Jackson film clip		Ernest Shackleton: Little People, Big Dreams Extracts to convey tension Persuasive leaflets Ice Trap	Letters (formal and informal) Story extracts Video or explorer extract Shackleton clips	Nonsense language Story extracts Speech videos (Greta)
Audience, purpose and form	TRAMH *To retell - a diary entry to recount events The Lost Thing *To persuade - an advert to business men *To describe - Lost and found poster- general public *To instruct - instructions of how to look after a Lost Thing *To describe - scene setting- children	Minotaur and the Maze *To describe and engage - character description (minotaur) *To entertain - a short narrative to build tension Icarus *To instruct - instructions of how to escape (make wings) Pandora *To inform - create and perform a news report about Pandora opening her box	Iron Man *To describe - character description of Iron Man from the perspective of Hogarth *To instruct - how to catch an iron giant *To vocalise inner thoughts - internal monologue for SBAD Jabberwocky *To entertain - description of the Jubjub in the style of a nature documentary	Shackleton's Journey *To persuade - formal letter for job application *To recount - a short 1 st person narrative from an unique perspective (Dog) *To motivate/persuade - a speech from the general/captain	Whole School Text *Outcome(s) to be based on the need of year group POETRY Odd and the Frost Giants *To entertain - a narrative with suspense (encounter with the giant) *To inform - fact file about Loki	Greta and the Giants *To persuade - a speech to save the environment BFG *To describe and entertain - description of the giants *To instruct - make a dream



		<u>Flanimals</u> *To describe - non-chronological text to describe a creature			*To recount - diary entry from Loki's perspective	
Grammar opportunities	Simple sentences Compound sentences and conjunctions (contrasting conjunctions) Contractions Complex sentences Word class revision (nouns, adjectives, verbs, adverbs etc...) Prepositional phrases Expanded noun phrases Revision of fronted adverbials Speech Rhetorical questions	Revision of word classes including pronouns Rhetorical questions Causal conjunctions Writing perspectives (1 st person and 3 rd person) Revision of sentence structure (including embedded clauses) Tenses Brackets Imperative verbs Prepositions of time GD Dashes (challenge group) Hyphens Cohesive devices	Figurative language Prefixes Language to convey tension Language for effect (challenge) Ellipsis Phrases and clauses Rules of speech Embedded clauses Synonyms Informal tone Text structure and cohesion Recap of word classes and phrases Parenthesis (challenge) First person Maintaining Tense		Formal language Cohesion Revision of sentence structures Author's style and purpose First person voice Figurative language Modal verbs Language to suit the purpose	Revision of weak areas as identified from assessments. Word classification Prefixes Figurative language Powerful vocab choices Comparative conjunctions Adverbials Paragraphing Modal verbs Persuasive apostrophe Contrasting conjunctions Speech punctuation
KPIs covered						
Phase 1	<ul style="list-style-type: none"> Discusses and records ideas using planning structures/ vocabulary and grammar from similar writing types Progressively builds a varied and rich vocabulary and uses an increasing range of sentence structures Organises paragraphs around a theme (Using change of theme, place or time) In narratives, creates settings, characters and plots In non-narratives, uses simple organisational devices Proof-reads for spelling and punctuation Extends the range of sentences with more than one clause using a wider range of conjunctions, including when, if, although, because Chooses nouns or pronouns for clarity and cohesion Uses conjunctions, adverbs and prepositions to express time and cause Uses the standard English forms for verbs Reading Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met Develops positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and giving reasons why they like or dislike what they have read. Predicts what might happen from details stated and implied Checks that the text makes sense to the individual, discussing their understanding and explaining the meaning of words in context and asking questions to improve their understanding Retrieves and records information from non-fiction 					
Phase 2	<ul style="list-style-type: none"> Edits and evaluates by proposing changes to grammar and vocabulary. Improves cohesion through an accurate use of pronouns in a sentence 					



	<ul style="list-style-type: none">• Assesses effectiveness of their own and other's writing• Uses prepositional phrases and noun phrases expanded by the addition of adjectives• Uses inverted commas and other punctuation to indicate direct speech• Uses fronted adverbials• Writes with increased and consistent legibility• Reading• Fluency and confidence in reading unfamiliar texts• Identifies how language, structure and presentation contribute to meaning• Uses dictionaries to check the meaning of words that have been read• Identifies main ideas drawn from more than one paragraph and summarises these• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence
Phase 3	<ul style="list-style-type: none">• Understands the difference between the plural and possessive; places the possessive apostrophe accurately in words with regular plurals and words with irregular plurals• Uses Year 4 spelling rules to accurately spell words from the year 4 list• Writes from memory simple sentences dictated by the teacher that includes words taught so far• Reading• Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word• Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Identifies themes and conventions in a wide range of books