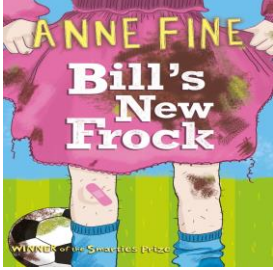
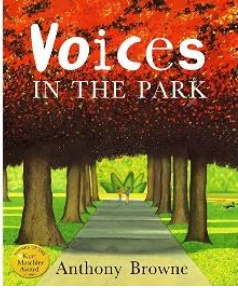
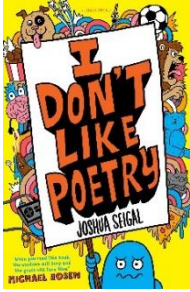


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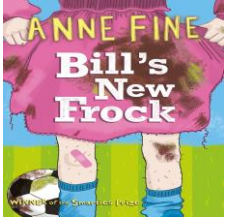
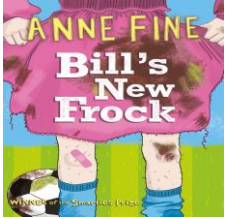
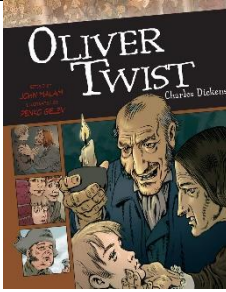

Year 4

Class Read	Focused texts	Genres of writing	Objectives covered
<p>Autumn 1</p> 	 <p><i>Voices in the Park</i> Anthony Browne</p>	<p>-Narrative, predicting what may happen next</p>	<p>Writing Use fronted adverbials (adverbs, phrases and subordinates clauses) Use commas after fronted adverbials Punctuate direct speech with inverted commas Begin to interweave character, setting, plot and dialogue</p> <p>Reading Make reasoned predictions of what might happen clearly derived from details both stated and implied Infer characters' feelings thoughts and motives and justify using evidence</p>
	 <p><i>I don't like poetry</i> Joshua Seigel</p>	<p>-Playscript, from 3 points of view</p>	<p>Writing Know the difference between standard/non-standard English Retell stories orally</p> <p>Reading Perform poetry and playscripts for an audience (using appropriate intonation, tone, volume and action) Infer characters' feelings thoughts and motives and justify using evidence</p>
	<p>-Create their own poem using the same structure</p>	<p>Writing Broaden range of figurative language to include metaphors, personification and repetition Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Reading Recognise different forms of poetry</p>	

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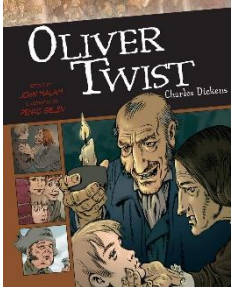
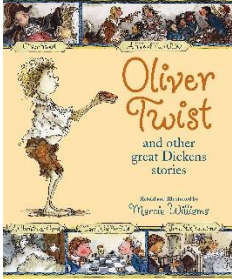
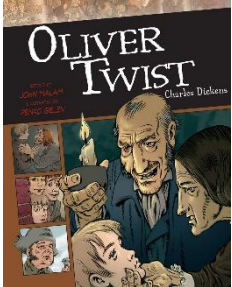
Year 4

<p>Autumn 2</p>		 <p><i>Bill's New Frock</i> Anne Fine</p>	<p>-Diary entry of Bill's day</p>	<p>Writing Identify how language, structure, vocabulary, grammar and presentation contribute to meaning Know the difference between standard/non-standard English Begin to interweave character, setting, plot and dialogue Use fronted adverbials (adverbs, phrases and subordinates clauses) Use commas after fronted adverbials Organise paragraphs around a theme Build cohesion withing paragraphs Use the possessive apostrophe for plurals</p> <p>Reading Infer characters' feelings thoughts and motives and justify using evidence</p>
<p>Spring 1</p>	 <p>Oliver Twist: Graphic novel</p>	 <p><i>Alma</i> Animated short film</p>	<p>Rewrite the narrative, creating suspense</p>	<p>Writing Link ideas across paragraphs using adverbials of time, places and number or by varying tense Recognise themes eg good over evil, use of magical devices Be exposed to books that are structure in different ways Broaden range of figurative language to include metaphors, personification and repetition Begin to interweave character, setting, plot and dialogue Use fronted adverbials (adverbs, phrases and subordinates clauses) Use commas after fronted adverbials</p> <p>Reading</p>

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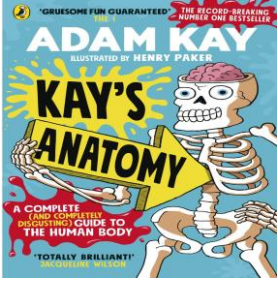
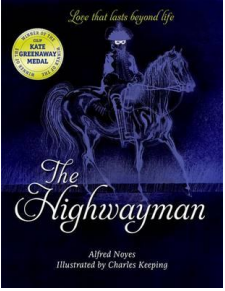
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	<p>Charles Dickens Retold by John Malam</p>			<p>Infer characters' feelings thoughts and motives and justify using evidence</p>
<p>Spring 2</p>	 <p>Oliver Twist: Graphic novel Charles Dickens Retold by John Malam</p>	 <p><i>Oliver Twist and other great Dickens stories</i> Retold and illustrated by Marcia Williams</p>  <p>Oliver Twist: Graphic novel Charles Dickens Retold by John Malam</p>	<p>-Newspaper report, reporting the capture of 'Bill Sykes'</p>	<p>Writing Recognise themes eg good over evil, use of magical devices Know the difference between standard/non-standard English Use fronted adverbials (adverbs, phrases and subordinates clauses) Use commas after fronted adverbials Organise paragraphs around a theme Link ideas across paragraphs using adverbials of time, places and number or by varying tense Build cohesion within a paragraph Punctuate direct speech with inverted commas Use simple organisational devices eg headings, sub-headings Know the difference between standard/non-standard English</p> <p>Reading Make reasoned predictions of what might happen clearly derived from details both stated and implied</p>

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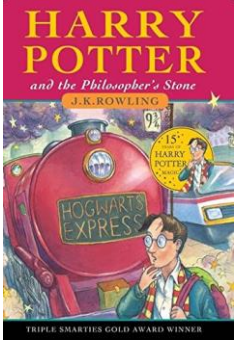
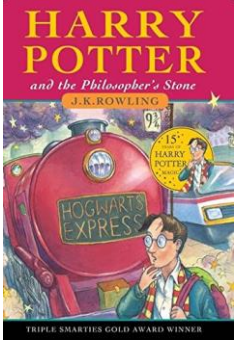

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		 <p><i>FirstNews</i> (Newspaper)</p>		
		 <p><i>Kay's Anatomy</i> Adam Kay</p>	<p>Explanation text (Poster Format-linked to the Digestive System)</p>	<p>Writing Identify how language, structure, vocabulary, grammar and presentation contribute to meaning Organise paragraphs around a theme Link ideas across paragraphs using adverbials of time, places and number or by varying tense Build cohesion within a paragraph Use simple organisational devices eg headings, sub-headings</p> <p>Reading Retrieve and record information from non-fiction</p>
<p>Summer 1</p>		 <p><i>The Highwayman</i> Alfred Noyes Illustrated by Charles Keeping</p>	<p>Character description of the Highwayman</p>	<p>Writing Recognise themes eg good over evil, use of magical devices Use apostrophe for plural possession Use fronted adverbials (adverbs, phrases and subordinates clauses) Organise paragraphs around a theme</p>
			<p>Performance poetry</p>	<p>Writing Recognise themes eg good over evil, use of magical devices Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p>

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Year 4

	 <p><i>Harry Potter and the Philosopher's Stone</i> J.K.Rowling</p>	<p>Alfred Noyes</p>	<p>Discussion for and against/debate – Who is to blame for Bess' death?</p>	<p>Retell stories orally</p> <p>Reading Recognise different forms of poetry Perform poetry and playscripts for an audience (using appropriate intonation, tone, volume and action) Retell some stories orally</p> <p>Writing Recognise themes eg good over evil, use of magical devices Organise paragraphs around a theme Build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, places and number or by varying tense</p> <p>Reading Infer characters' feelings thoughts and motives and justify using evidence Take turns in high-quality discussions about what they have heard/read</p>
<p>Summer 2</p>	 <p><i>Harry Potter and the Philosopher's Stone</i> J.K.Rowling</p>	 <p><i>Earth Heroes</i> Lily Dyu</p>	<p>Biography of Greta Thunberg</p>	<p>Writing Use fronted adverbials (adverbs, phrases and subordinates clauses) Use commas after fronted adverbials Link ideas across paragraphs using adverbials of time, places and number or by varying tense Organise paragraphs around a theme Use apostrophe for plural possession Build cohesion within a paragraph</p>

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Year 4

		 <p><i>Geographics Mountains</i> Franklin Watts</p> <p><i>Everest</i> Joe Todd-Stanton / Alexandra Stewart</p> <p><i>Mountains: A Dazzling Geographic Journey</i> Rebecca Kahn</p>	<p>Information report (webpage) – Guide to visiting a mountain range</p>	<p>Writing Use simple organisational devices eg headings, sub-headings Locate information using contents, index and glossaries Organise paragraphs around a theme Build cohesion within a paragraph Choose nouns/pronouns accurately for clarity and cohesion Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Reading Retrieve and record information from non-fiction</p>
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Writing Objectives taught throughout:

Be exposed to books that are structured in different ways

Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books

Draw on examples of writing (structure, vocabulary and grammar) when planning their own work

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Reading Spine

Year 4

Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure

Discuss and record ideas

Choose nouns/pronouns accurately for clarity and cohesion

Assess own and others' writing suggesting improvements

Proof-read work for spelling and punctuation errors

Suggest changes to grammar and vocabulary

Use the diagonal and horizontal strokes needed to join letters

Know which letters are best left unjoined

Increase the legibility, consistency and quality of handwriting

Writing Objectives taught independently and applied to writing:

Use a wider range of prefixes and suffixes

Spell wide range of homophones

Spell words that are often misspelt

Use dictionary to spell words correctly

Write from memory simple sentences dictated by the teacher

Reading Objectives taught throughout:

Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories

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Year 4

Read books that are structured in different ways

Identify themes and conventions in a wide range of books

Ask questions to improve the understanding of a text

Discuss words and phrases that capture the reader's interest

Identify main ideas across paragraphs and summarise these

Use dictionaries to check meanings of words

***All Reading Objectives are covered within Guided Reading lessons and within cross-curricular subjects throughout the curriculum also**