

Year 4	Spring (44)	Summer (49)
Purpose and Genre	<p>To inform - Explanation Text Digestion (15)</p> <p>To entertain - Poetry The River (15)</p> <p>To entertain - Legacy Narrative Farther (12)</p>	<p>To entertain - Poetry Still I rise (16)</p> <p>To persuade - Holiday Brochure A Guide to Sicily (17)</p> <p>To argue - Balanced argument Should we feed animals in national parks (15)</p>
PAG	<p><u>To entertain - Narratives</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ Link between opening and resolution. ★ Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to a key event. ★ Repetition avoided through using different sentence structures and ellipsis. <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Variation in sentence structures, e.g. while, although, until. ★ Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... ★ Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. ★ Tense changes are appropriate; verbs may refer to continuous action, e.g. will be thinking. <p>Punctuation - Consolidation of punctuation previously taught as well as:</p> <ul style="list-style-type: none"> ★ Apostrophe to mark singular and plural possession. ★ Commas after fronted adverbials. ★ Use inverted commas and other punctuation to indicate direct speech. <p><u>To inform - Explanation Text</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ Revisit the use of formal and technical vocabulary. ★ Introductory paragraph outlines what is going to be explained. ★ Links between sentences help to navigate the reader from one idea to the next. ★ Paragraphs organised correctly into key ideas. ★ Subheadings are used to organise information. E.g. sections of the river, body parts, layers of earth. <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Variation in sentence structures, e.g. While the eggs hatch, female penguins ... ★ Written in third person. ★ Use embedded/relative clauses e.g. Dinosaurs, which are very strong, ★ Include adverbs to show how often, e.g. daily, regularly, rarely. ★ Sentences build from a general idea to more specific. ★ Use technical vocabulary to show the reader the writer's expertise. <p>Punctuation - Consolidation of punctuation previously taught as well as:</p> <ul style="list-style-type: none"> ★ Apostrophe to mark singular and plural possession. ★ Commas after fronted adverbials. ★ Use inverted commas and other punctuation to indicate direct speech. <p><u>To discuss - Balanced Argument</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ Clear introduction and conclusion. 	

	<ul style="list-style-type: none"> ★ Links between key ideas in the letter. ★ Paragraphs organised correctly into key ideas. ★ Subheading. ★ Topic sentences. <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Variation in sentence structures, e.g. While we made the cake... As we departed... ★ Use embedded/relative clauses, e.g. The Headteacher, who was very angry... The angry mob, who had broken the barricade... ★ Include adverbs to show how often, e.g. monthly, constantly, rarely. ★ More complicated rhetorical questions, e.g. Have you ever considered the impact of...? <p>Punctuation - Consolidation of punctuation previously taught as well as:</p> <ul style="list-style-type: none"> ★ Apostrophe to mark singular and plural possession. ★ Commas after fronted adverbials. ★ Use inverted commas and other punctuation to indicate direct speech. <p><u>To persuade - Persuasive leaflet</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ Headings, subheadings and paragraphs to organise ideas into logical sections. ★ Exaggerated language to describe the location benefits. ★ Clear introduction and conclusion. ★ Links between key ideas in the letter. ★ Paragraphs organised correctly into key ideas. <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Use of alliteration. ★ Power of three sentences e.g. explore exotic caves, discover fantasy island and swim with sharks. ★ Variation in sentence structures, e.g. Only a fool would believe, many customers agree. ★ More complicated rhetorical questions, e.g. haven't you always longed for a...? ★ Slogans <p>Punctuation - Consolidation of punctuation previously taught as well as:</p> <ul style="list-style-type: none"> ★ Apostrophe to mark singular and plural possession. ★ Commas after fronted adverbials. ★ Use inverted commas and other punctuation to indicate direct speech. 	
Curriculum Links	<p>Explanation Text - Science Poetry - Science/Geography Legacy Narrative - History / RSHE</p>	<p>Balanced Argument - Science Holiday Brochure - Geography Poetry - RSHE</p>
Spelling Coverage	<p>Spring 1: Y4 Statutory Word List (Applying Prefixes + Suffixes where appropriate) Words with endings sounding like /zə/ or /tʃə/ -ure Endings which sound like /zən/ -sion Endings which sound like /jən/ spelt -tion, Endings which sound like /jən/ spelt -ssion, -cian Revision and application of $\frac{1}{2}$ term rules</p> <p>Spring 2: Y4 Statutory Word List (Applying Prefixes + Suffixes where appropriate) Words with the /k/ sound spelt ch (Greek in origin)</p>	<p>Summer 1: Y4 Statutory Word List (Applying Prefixes + Suffixes where appropriate) Words with the /g/ sound spelt gue and the /k/ sound spelt que (French in origin) Words with the /s/ sound spelt sc (Latin in origin) The /ɪ/ sound spelt y elsewhere than at the end of words. Homophones and Near Homophones Revision and application of $\frac{1}{2}$ term rules</p> <p>Summer 2: Y4 Statutory Word List (Applying Prefixes + Suffixes</p>

	Words with the /k/ sound spelt ch (French in origin) Homophones and Near Homophones Homophones and Near Homophones Revision and application of $\frac{1}{2}$ term rules	where appropriate) Possessive apostrophe with plural words .Words with the /eɪ/ sound spelt ei, eigh, or ey Homophones and near homophones (x3) Revision and application of $\frac{1}{2}$ term rules
--	--	--