

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

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