

Year 4			
	Autumn (60)	Spring (44)	Summer (52)
<u>Purpose and Genre</u>	<p>To entertain - Adventure Narrative Charlie and the Chocolate Factory (15)</p> <p>To entertain - Poetry The River (15)</p> <p>To inform - Explanation Text Digestion (15)</p> <p>To argue - Balanced argument Ban on social media for under 13 year olds (15)</p>	<p>To entertain - Norse Myth Arthur and the Golden Rope (14)</p> <p>To entertain - Legacy Narrative Farther (12)</p> <p>To entertain - Adventure Narrative The Journey (18)</p>	<p>To inform - Newspaper Report The Creature (19)</p> <p>To persuade - Holiday Brochure A Guide to Sicily (17)</p> <p>To entertain - Poetry The Colour Collector (16)</p>
<u>PAG</u>	<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. 		

To inform - Newspaper Report

Text Structure

- ★ Clear introduction and conclusion.
- ★ Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader.
- ★ Paragraphs organised correctly into key ideas.
- ★ All newspaper layout features included.
- ★ Bold eye-catching headline which includes alliteration.

Sentence Types

- ★ Variation in sentence structures e.g. While the witness was distracted... As the police arrived...
- ★ Use embedded/relative clauses, e.g. The scarecrow, who was very curious... The elephant, that was stomping...
- ★ Include adverbs to show how often, e.g. weekly, regularly, fortnightly.

Punctuation - Consolidation of punctuation previously taught as well as:

- ★ Apostrophe to mark singular and plural possession.
- ★ Commas after fronted adverbials.
- ★ Use inverted commas and other punctuation to indicate direct speech.

To inform - Explanation Text

Text Structure

- ★ 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.

Sentence Types

- ★ 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.

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- ★ Commas after fronted adverbials.
- ★ Use inverted commas and other punctuation to indicate direct speech.

To discuss - Balanced Argument

Text Structure

- ★ Clear introduction and conclusion.
- ★ Links between key ideas in the letter.
- ★ Paragraphs organised correctly into key ideas.
- ★ Subheading.
- ★ Topic sentences.

Sentence Types

- ★ 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...?

Punctuation - Consolidation of punctuation previously taught as well as:

- ★ Apostrophe to mark singular and plural possession.
- ★ Commas after fronted adverbials.
- ★ Use inverted commas and other punctuation to indicate direct speech.

To persuade - Persuasive leaflet

Text Structure

- ★ 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.

Sentence Types

- ★ 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

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- ★ Apostrophe to mark singular and plural possession.
- ★ Commas after fronted adverbials.
- ★ Use inverted commas and other punctuation to indicate direct speech.

<u>Curriculum Links</u>	Adventure Narrative - DT Poetry - Science/Geography Explanation Text - Science Balanced Argument - Computing/RSHE	Norse Myth - History Legacy Narrative - History / RSHE Adventure Narrative - Art/Geography	Poetry - Art/RSHE Holiday Brochure - Geography Newspaper Report - Science/Geography
Spelling Coverage	<p>Autumn 1: Y4 Statutory Word List (Applying Prefixes + Suffixes where appropriate) Revision of suffix -ly The / / ɪ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou Prefixes: 'in- im-and il-' Suffix: -ation Revision and application of $\frac{1}{2}$ term rules</p> <p>Autumn 2: Y4 Statutory Word List (Applying Prefixes + Suffixes where appropriate) Prefix: ir- Prefixes: dis- mis- Prefix: sub- Suffix: -ous (no change to root word) Suffix: -ous Revision and application of $\frac{1}{2}$ term rules</p>	<p>Spring 1: Y4 Statutory Word List (Applying Prefixes + Suffixes where appropriate) Words with endings sounding like /ʒə/ or /tʃə/ -ure Endings which sound like /ʒen/ -sion Endings which sound like /ʃən/ spelt -tion, Endings which sound like /ʃən/ 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) 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</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 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</p>

