



Year 4												
	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2		
Progres sion of Core Texts	Fiction Myth Atlas - by Thiago de Moraes (myth)	Non-Fiction I am not a label- by Cerrie Burnell (recount)	Poetry Monster Poetry- Pie Corbett	Fiction Mog's Christmas Calamity – Sainsburys Christmas advert (youtube)	Non-fiction RSPB persuasive letter (letter)	Poetry Beachcom ber- by George Mackay Brown	Fiction Escape from Pompeii- by Christina Balit (escape tale)	Fiction The Whistling Monster – Jamila Gavin (traditional story)	Non-fiction Rainforest Rough Guide- by Paul Mason (diary)	Fiction Monster Slayer- by Brian Patte (overcoming the monster)	Non-Fiction What A Waste: Rubbish, recycling, and protecting our planet- by Jess French	
Links to Wider Curricul um	History and Geography link- Ancient Greece	Stand alone		Links to the Christmas season	Stand alone		History and Geograph y link- Romans and volcanoes	Stand alone	Science links- Living things and their habitats, Sound	Stand alone	Science links- Living things and their habitats	
Indepen dent Purpose ful Writing Outcom es Teachers can add specific detail about 'Audience, Purpose and Form' of final outcome.	To write a myth based on one of the characters from one of the cultures in the book.	To write about an inspiring person who has overcome challenge in the life.	of monster poetry.	To write the story of the Christmas calamity.	To write own persuasive letter about an issue of importance to each child.	To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiogra phical or fictional narrator.	To re- write the original story from one character' s point of view.	To write own traditional type story based on the plot of The Whistling Monster.	To create a class 'Rough Guide' to another endangered habitat.	To write a further 'episode' about a monster slayer's victory over an evil creature.	To design and write a double-page spread of information on an aspect of 'rubbish, recycling and protecting our planet' that might be appropriatel y included in Jess French's book.	
Writing for purpose - composi	discuss ing similar writing to that	discussin g writing similar to that which	 discus sing writing similar to that 	 compo sing and rehears ing 	 discuss ing writing similar to that 	 discus sing writing similar to that 	discu ssing writin g simila	discuss ing similar writing to that	discuss ing writing similar to that	discussi ng similar writing to that	discuss ing writing similar to that	
tion <u>focus</u>	which	they are	which	senten	which	which	r to	which	which	which	which	





		they	1	planning		they		ces		they		they		that		they		they		they		they
NB:		are		to write in		are		orally		are		are		which		are		are		are	1	are
Compositio n strands		plannin		order to		plannin		(includi		plannin		planni		they		plannin		plannin		plannin		plannin
run		g to		understa		g to		ng		g to		ng to		are		g to		g to		g to		g to
throughout the year-		write in		nd and		write in		dialogu		write in		write				write in		write in		write in		write in
This								e),						plann								
indicates focus only.		order		learn		order		progres		order		in 		ing to		order		order to		order to		order
local crity:		to		from its		to		sively		to		order		write		to		underst		underst		to
		underst		structure,		unders		buildin		underst		to .		in		underst		and		and		underst
		and		vocabula		tand		g a varied		and		unders		order		and		and		and		and
		and		ry and		and		and		and		tand		to		and		learn		learn		and
		learn		grammar		learn		rich		learn		and		under		learn		from its		from its		learn
		from its	•	discussin		from		vocabu		from its		learn		stand		from its		structur		structur		from its
		structur		g and		its		lary		structur		from		and		structur		e,		e,	1	structur
		e,		recording		structu		and an		e,		its		learn		e,		vocabul		vocabul		e,
		vocabu		ideas		re,		increas		vocabu		structu		from		vocabu		ary and		ary and	1	vocabu
		lary	•	composin		vocabu		ing		lary		re,		its		lary		gramm		gramm	1	lary
		and		g and		lary		range		and		vocab		struct		and		ar		ar	1	and
		gramm		rehearsin		and		of senten		gramm		ulary		ure,		gramm	•	discuss	•	discussi		gramm
		ar		g		gramm		ce		ar (Y4)		and		voca		ar		ing and		ng and	1	ar
	•	discuss		sentence		ar		structur				gram		bular	•	discuss		recordi		recordi	•	discuss
		ing and		s orally	•	discus		es	•	compo		mar		y and		ing and		ng		ng		ing and
		recordi		(including		sing	•	organis		sing and	•	discus		gram		recordi		ideas		ideas	1	recordi
		ng		dialogue)		and		ing		rehears		sing		mar		ng	•	organisi	•	compos	1	ng
		ideas		dialoguo)		recordi		paragr		ing		and	•	discu		ideas		ng		ing and	1	ideas
		compo		, progressi		ng		aphs		senten		recordi		ssing	•	Organi		paragra		rehears		compo
		sing		vely		ideas		around		ces		ng		and		sing		phis		ing		sing
		and		building a		read		a		orally,		ideas		recor		paragr		around		sentenc	1	and
		rehears		varied		aloud		theme		progres	•	read		ding		aphs		a		es		rehears
		ing		and rich		their	•	in		sively	•	aloud		ideas		around		a theme		orally	1	
		senten		vocabula				narrativ		buildin		their	•			around				-	1	ing
		ces				own		es,		g a varied			•	discu			•	in non-		(includi	1	senten
		orally (includi		ry and an		writing,		creatin		and		OWN		ssing		theme		narrativ		ng	1	ces
		`		increasin		to a		g setting		rich		writing		writin	•	In 		е		dialogu	1	orally
		ng dialogu		g range		group		Sching S,		vocabu		, to a		g ,		narrativ		materia		e),		(includi
		e),		of		or the		charact		lary		group		simila		es,		I, using		progres	1	ng
		progres		sentence		whole		ers and		and an		or the		r to		creatin		simple		sively		dialogu
		sively		structure		class,		plot		increas		whole		that		g		organis		building	ł	e),
		buildin		S		using	•	assessi		ing		class,		which		setting		ational		a varied	ł	progres
		ga _. .	•	organisin		approp		ng the		range		using		they		s and		devices		and rich		sively
		varied		g		riate		effectiv		of senten		appro		are		plot		(e.g.		vocabul	ł	buildin
		and		paragrap		intonati		eness		ce		priate		plann	•	assessi		headin		ary and		g a
		rich vocabu		hs		on and		of their		00		intonat		ing to		ng the		gs and		an	ł	varied
		vucabu						own													<u> </u>	





lary	around a	controll	and		structur		ion		write		effectiv		subhea		increasi		and
and an	theme	ing the	others'		es (Y4)		and		in		eness		dings)		ng	1	rich
increas	• in non-	tone	writing	•	organis		control		order		of their	•	assessi		range	1	vocabu
ing	narrative	and	and		ing		ling		to		own		ng the		of	1	lary
range of	material,	volume	sugges ting		paragr		the		under		writing		effectiv		sentenc	l	and an
senten	using	so that	improv		aphs		tone		stand		and		eness		е	1	increas
ce	simple	the	ements		around		and		and		sugges		of their		structur	1	ing
structur	organisat	meani			а		volum		learn		t		own		es	1	range
es	ional	ng is			theme		e so		from		improv		and	•	In	1	of
• In	devices	clear			(Y4)		that		its		ements		others'		narrativ	1	senten
narrativ	(e.g.	• proof-		•	in non-		the		struct	•	proposi		writing		es,	1	ce
es,	headings	read			narrativ		meani		ure,		ng		and		creating	1	structur
creatin g	and	for			е		ng is		voca		change		suggest		settings	1	es
setting	subheadi	spellin			materia		clear		bular		s to		ing			1	(Englis
s,	ngs)	g and			l,	•	proof-		y and		gramm		improv		charact	1	h
charact	assessin	punctu			using		read		gram		ar and		ements		ers and	1	Appen
ers and	g the	ation			simple		for		mar		vocabu	•	proposi		plot	1	dix 2)
plot	effectiven	errors			organis		spellin	•	discu		lary to		ng	•	assessi	•	organis
assessi	ess of				ational		g and		ssing		improv		change		ng the	1	ing
ng the effectiv	their own				devices		punctu		and		е		s to		effectiv	1	paragr
eness	and				(e.g.		ation		recor		consist		gramm		eness	1	aphs
of their	others'				headin		errors		ding		ency		ar and		of their	1	around
own	writing				gs and		00.0		ideas		o,		vocabul		own	1	a
writing	and				subhea				discu				ary to		writing	1	theme
and	suggestin				dings)				ssing				improv		and	•	in non-
sugges	g				(Y4)				writin				е		suggest	1	narrativ
ting improv	improve			•	assessi				g				consist		ing	1	e
ements	ments				ng the				simila				ency,		improve	1	materia
 proposi 	proposin				effectiv				r to				includin		ments,	1	I, using
ng	1				eness				that				g the		proposi	1	simple
change	g changes				of their				which				accurat		ng	1	organis
s to	to				own				they				e use		change	1	ational
gramm	grammar				and				are				of		s to	1	devices
ar and vocabu	and				others'				plann				pronou		gramm	1	(e.g.
lary to	vocabula				writing				ing to				ns in		ar and	1	headin
improv	ry to				and				write				sentenc		vocabul	1	gs and
е					sugges				in				es		ary to	i	subhea
consist	improve consisten				ting				order			_	proofre		improve	İ	dings)
ency					improv				to			•	•		consist	۱.	_
 Proof- 	Cy,				ements				นnder				ad for			•	assessi
read	including			•	proposi				stand				spelling		ency	i	ng the
for	the				ng				Sianu				and			i	effectiv
spelling					119	<u> </u>		<u> </u>				l				Щ_	





and	accurate		change	and	punctu	•	Proof-		eness
pund	tu use of		s to	learn	ation		read for	1	of their
ation			gramm	from	errors		spelling	1	own
erro	's in		ar and	its			and	1	and
	sentence		vocabu	struct			punctua	1	others'
	s		lary to	ure,			tion		writing
	 proofread 		improv	voca			errors		and
	for		e '	bular					sugges
	spelling		consist	y and					ting
	and		ency,	gram					improv
	punctuati		includin	mar				1	ements
	on errors		g the	• discu				•	proposi
			accurat	ssing					ng
			e use	and				1	change
			of	recor					s to
			pronou	ding				1	gramm
			ns in	ideas				1	ar and
			senten						vocabu
			ces						lary to
			 proofre 						improv
			ad for					1	e
			spelling					1	consist
			and					1	ency,
			punctu						includin
			ation					1	g the
			errors					1	accurat
								1	e use
								1	of
								1	pronou
								1	ns in
								1	senten
								1	ces
								•	proofre
								1	ad for
								l	spelling
									and
								İ	punctu
								l	ation
								İ	errors
								İ	





Writing to be	•	Extendin g the	•	extend	•	spell	•	extendi	•	extendi	•	spell	•	using	•	Extendi	•	extend	•	extendi	•	extendi
clear -		range of		ing the range		further		ng the		ng the		further		fronte		ng the		ing the		ng the		ng the
gramma		sentenc		of		homoph		range		range		homop		d		range		range		range		range
r and		es with		senten		ones		of		of		hones		adver bials		of		of		of		of
punctua		more		ces	•	use the		senten		senten	•	use				senten		senten		sentenc		senten
tion		than one		with		first two		ces with		ces		the		(Y4)		ces				es with		ces
		clause		more		or three		more		with		first	•	using		with		ces		more		with
		by using		than		letters of		than		more		two or		com		more		with		than		more
		a wider		one		a word		one		than one		three		mas		than		more		one		than
		range of		clause		to check		clause		clause		letters		after fronte		one		than		clause		one
		conjuncti		by _.				by		by		of a		d		clause		one		by		clause
		ons,		using		its		using a		using a		word		adver		by		clause		using a		by
		including when, if		a wider		spelling		wider		wider		to		bials		using a				wider		using a
		because		range		in a		range		range		check		(Y4)		wider		by		range		wider
		because		of		dictionar		of		of		its	•	indic		range		using		of		range
		, although		conjun		У		conjun		conjun				ating		of		а		conjunc		of
	•	Choosin		ctions,	•	spell		ctions, includin		ctions,		spellin		poss				wider		-		
		g nouns		includi		words		g		includin		g in a		essio		conjun		range		tions, includin		conjun
		or		ng		that are		when,		g		diction		n by		ctions,		of				ctions,
		pronoun		when,		often		if		when, if		ary		using		includin				g when		includin
		S		if		misspelt		becaus		" becaus	•	spell		the		g		conjun	•	using		g
		accurate		becau	•	write		e,		e,		words		poss		when,		ctions,		conjunc		when,
		ly for		se, althou		from		althoug		althoug		that		essiv		if		includi		tions,		if
		clarity and		gh		memory		h		h (Y4)		are		e apost		becaus		ng		adverbs		becaus
		cohesio		(Y3/4)		simple		(Y3/4)	•	expres		often		rophe		e,		when,		(when)		e,
		n and to				sentenc	•	using		sing		missp		with		althoug		if		and		althoug
		avoid		choosi		es,		fronted		time,		elt		sing		h				preposit		h
		repetitio		ng		dictated		adverbi		place	•	write		ular	•	Using		becau		ions		(Y3/4)
		n (Y4)		nouns		by the		als (Y4)		and		from		and		fronted		se,		(before,	•	using
	•	Using		or		teacher,				cause		memo		plural		adverbi		althou		after,		fronted
		fronted		prono		that	•	using		using		ry		noun		als		gh		during,		adverbi
		adverbia		uns		include		comma		conjun ctions,		simple		s (Y4)		(Y4)		(Y3/4)		in) to		als
		ls (Y4)		appro				s after fronted		adverb		senten		(14)	•	Using	•	choosi		express		(Y4)
	•	Using		priatel y		words		adverbi		s or		ces,				comma				time		using
		commas after		within		and		als		preposi		dictate				s after		ng		and		comma
		fronted		and		punctuat		(Y4)		tions		d by				fronted		nouns		place		s after
		adverbia		across		ion	•	using		(Y4)		the				adverbi		or		(Y3)		fronted
		ls (Y4)		senten		taught		direct	•	choosi						als		pronou	_	using		adverbi
	•	Appropri		ces for		so far		speech	•	ng		teache						ns	•	•		
		ate use		clarity				(Y3/4)		nouns		r, that				(Y4)		approp		fronted		als
		of		and			•	inverte		or		includ			•	Using				adverbi		(Y4)
		pronoun		cohesi			•	d		pronou		е				and		riately		als (Y4)	•	paragr
		or noun		on and				comma		ns		words				punctu		within				aphs to
		within		to																		





and		avoid		s and		accurat	and		ating		and	•	using	organis
across		repetiti		other		ely	punctu		direct		across		comma	e ideas
sentend		on		punctu		within	ation		speech		senten		s after	around
es to ai		(Y4)		ation to		and	taught		(Y3/4)				fronted	а
cohesio	•	using		indicat		across	so far		Use		ces for		adverbi	theme
n and		fronte		e direct		senten	30 Iai	•			clarity			
avoid		d		speech		ces for			further		and		als (Y4)	(Y4)
repetition)	adverb		, e.g. a		clarity			prefixe		cohesi	•	appropr	
n (Y4)		ials		comma		and .			s and				iately	
				after		cohesi			suffixes		on and		using	
		(Y4)		the		on and			and		to		pronou	
	•	using		reportin		to			underst		avoid		n or	
		comm		g		avoid			and		repetiti		nouns	
		as		clause;		repetiti			how to		-		within	
		after		end		on (Y4)					on			
		fronte d		punctu ation	•	noun			add		(Y4)		and	
				within		phrase			them	•	paragr		across	
		adverb ials		inverte		S		•	Learnin		aphs		sentenc	
		(Y4)		d		expand ed by			g the				es for	
		indicat		comma		the			gramm		to		clarity,	
	•	ing		s (Y4)		additio			ar for		organi		to aid	
		posse				n of			years 3		se		cohesio	
		ssion	•	paragr		modifyi			and 4		ideas		n and	
		by		aphs to		ng			anu 4					
		using		organis		adjectiv					around		avoid	
		the		e ideas		es,					a		repetitio	
		posse		around		nouns					theme		n (Y4)	
		ssive		a		and					(Y4)	•	using	
		apostr		theme (Y4)		preposi							the	
		ophe		(14)		tion				•	Standa		present	
		with				phrase					rd		perfect	
		singul				s (Y4)					Englis		form of	
		ar and			•	paragr					h			
		plural				aphs to							verbs in	
		nouns				organis					forms		contrast	
		(Y4)				e ideas					for		with the	
	•	using				around					verb		past	
		comm				а					inflecti		tense	
		as				theme							using a	
						(Y4)					ons		punctua	
		after				. ,					instea			
		fronte									d of		ting	
		d											direct	
		adverb									local		speech	
		ials									spoke	•	Learnin	
		(Y4)									n		g the	





• i	in aliant					
	indicat			forms	gramm	
i	ing			(e.g.	ar for	
	posse			we	years 3	
	ssion			were	and 4	
	by					
	using			instea		
	the			d of		
	posse			we		
	ssive			was or		
	apostr			l did		
	ophe			instea		
	with			d of I		
	singul					
	ar and			done)		
	plural			(Y4)		
	nouns					
	(Y4)					
	noun					
	phrase					
	S					
	expan					
	ded by					
	the					
	additio					
	n of					
	modify					
	ing					
	adjecti					
	ves,					
	nouns					
	and					
	prepos					
	ition					
	phrase					
	s (e.g.					
	the					
	teache					
	r					
	expan					
	ded to					
t	the					





						1				
	strict									
	maths									
	teache									
	r with									
	curly									
	hair)									
	(Y4)									
	paragr									
	aphs									
	to									
	organi									
	se									
	ideas									
	aroun									
	d a									
	theme									
	(Y4)									
	(17)									
Spelling	Sounds and Syllables- Tier 4									
Handwri	Follow the Nelson Handwriting	g scheme.								
ting	 use the diagonal 	and horizontal	strokes that are	e needed to joir	letters and ur	nderstand wh	ich letters, whe	n adjacent to o	ne another, are	best left
	unjoined									
	 increase the legil 	bility, consistend	cy and quality o	of their handwrit	ing, [for exam	ple, by ensuri	ing that the dov	vnstrokes of let	ters are parallel	and
	equidistant, and	that lines of writ	ing are spaced	sufficiently so	that the ascen	ders and des	cenders of lette	ers do not touch	n] .	