

Year group: 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Type (guidelines)	Traditional Tales - Myths (quests) (4 weeks)	Free verse poetry (2-3 weeks)	Writing and performing a play (2 weeks)	Fiction Settings in narratives (2-3 weeks)	A story/stories with a theme (4 weeks)	Explanation (2 weeks)
	Report (4 weeks)	Recount/Instructions (2-3 weeks)	Persuasive writing (2 weeks)	Narrative poetry/Riddles (2-3 weeks)	Discussion (2 weeks)	Poetry/author appreciation (3 weeks)
Recommended Text	The Greek News (Walker) by Anton Powell and Philip Steele. The Egyptian Echo (Usborne) by Paul Dowswell. Paint Me a Poem by Grace Nichols. The Ice Palace by Robert Swindells. The Dream Master by Theresa Breslin, Aquila by Andrew Norriss The Works 2 - Poems on Every Subject and for Every Occasion by Pie Corbett.		Bill's New Frock, Celebrity Chicken and The Angel of Nitshill Road by Anne Fine. Time Switch, Let's Go To London, White Wolves Playscripts by Kaye Umansky. Stand Up for Your Rights by Peace Child International. The Poetry Store Edited by Paul Cookson		The Lion and the Unicorn by Shirley Hughes. The Egyptian Cinderella by Shirley Climo. Big Blue Whale by Nicola Davies. Understanding Your Muscles and Bones by Rebecca Treays. Way Home (homelessness) by Libby Hathorn. The Widow's Broom (prejudice - being different/misunderstood) by Chris Van Allsburg	
Suggested Outcome	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action. Write own report independently based on notes gathered from several sources. Read, write and perform free verse.		Write and perform a play, based on a familiar story. Write a section of a narrative (or several narratives) focusing on setting. Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing. Recite some narrative poetry by heart.		Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme. Consider different sides of an argument and decide on a course of action, summarising Your reasons in a letter. Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style. Research a particular poet or author. Personal responses to poetry/classic fiction.	

<p>Punctuation Grammatical Terminology</p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>preposition phrases (e.g. the teacher expanded to: the strict math's teacher with curly hair)</p>	<p>Use of paragraphs to organize ideas around a theme</p> <p>Use of commas after fronted adverbials</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>The grammatical difference between plural and possessive –s</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p>	<p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Determiner</p> <p>Pronoun</p> <p>Possessive</p> <p>Pronoun</p> <p>Adverbial</p>
<p>Punctuation Grammatical Terminology</p> <p>Next steps covered in grammar.</p>	<p>I use fronted adverbials (As soon as he could... Quickly...).</p> <p>My sentences are clear enough so that the reader can picture where and when the event takes place (using conjunctions and prepositions effectively e.g. When the sun sets, the girl will snuggle under her duvet).</p> <p>I use commas after fronted adverbials</p>	<p>I extend the range of sentences with more than one clause (idea) by using a wider range of connectives, including when, if, because, although.</p> <p>I use fronted adverbials (As soon as he could... Quickly...).</p> <p>I use commas after fronted adverbials</p>	<p>I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>I know the difference between plural and possessive –s e.g the school's gate is open /There are four schools in our town.</p> <p>I learn where to put the possessive apostrophe in plural words e.g. girls', men's. (ITP11)</p> <p>I use apostrophes to mark singular and plural possession (girl's, girls').</p>	<p>I use punctuation correctly to indicate direct speech e.g. The conductor shouted, "Sit down!" (ITP12)</p> <p>My sentences are clear enough so that the reader can picture where and when the event takes place (using conjunctions and prepositions effectively e.g. When the sun sets, the girl will snuggle under her duvet).</p>	<p>I use standard English verbs e.g. 'I did' not 'I done'. (ITP13)</p>	<p>I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>I use fronted adverbials (As soon as he could... Quickly...).</p> <p>My sentences are clear enough so that the reader can picture where and when the event takes place (using conjunctions and prepositions effectively e.g. When the sun sets, the girl will snuggle under her duvet).</p>

<p>Next Steps Covered</p>	<p>I use extended noun phrases e.g. the strict math teacher with curly hair.</p> <p>I can organize information from several sources. (ITP12)</p> <p>My paragraphs show a change in setting, character or time. (ITP13)</p> <p>I use paragraphs that link different ideas in my writing. (ITP12)</p>	<p>I include descriptive detail to create an image in the reader's head. (ITP13)</p> <p>I group information by moving from general to more specific detail.</p> <p>I organize my writing using headings, subheadings, numbers, titles, bullet points and more. (ITP13)</p> <p>I compose and rehearse sentences orally (including dialogue).</p>	<p>I can use techniques to get the reader on side e.g. 'This is just for you...', 'Everyone knows that...' or memorable slogans.</p> <p>I can write descriptions designed to make the reader like or dislike a character.</p> <p>My paragraphs show a change in setting, character or time. (ITP13)</p>	<p>I can write riddles.</p> <p>I create settings, characters and plot in narratives</p> <p>I discuss and record my ideas</p> <p>I compose and rehearse sentences orally (including dialogue).</p>	<p>I can develop mood and atmosphere by using varied and rich vocabulary and a range of sentence structures.</p> <p>I can use techniques to get the reader on side e.g. 'This is just for you...', 'Everyone knows that...' or memorable slogans.</p>	<p>I group information by moving from general to more specific detail.</p> <p>I organize my writing using headings, subheadings, numbers, titles, bullet points and more. (ITP13)</p> <p>I discuss and record my ideas</p>
<p>Presentation</p>	<p>I use the diagonal and horizontal strokes that are needed to join letters.</p> <p>I know which letters, when next to one another, are best left unjoined. (ITP12)</p> <p>I use the diagonal and horizontal strokes that are needed to join letters.</p>					