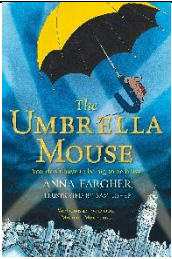
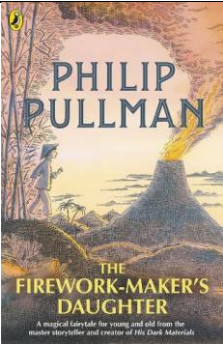
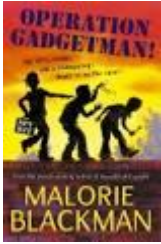
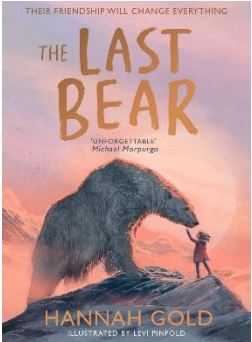
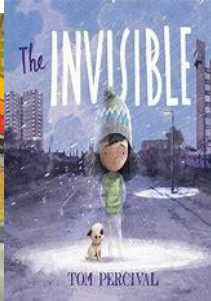
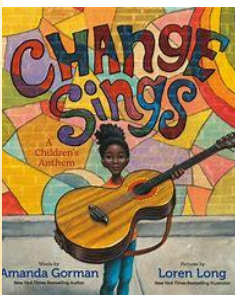
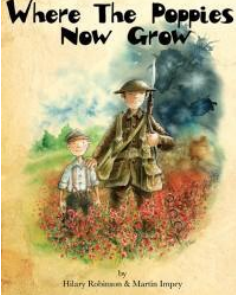


	Autumn term	Spring	Summer term
Main book focus and genre	 Book quote: <i>Without mistakes, your life will never know adventure</i> Persuasive writing: Mrs Smith says ‘As long as there is rain, there is business.’ Write an advert for James Smith and Sons umbrellas. Poetry: Read and interpret War Horse by Brenda Williams. Write a poem based on one of the animals experiences in The Umbrella Mouse. Recount (Diary entry): Chapter 21, retell the events as if you are Pete.	 Narrative: Story settings, descriptive writing and dialogue. Spring 2:  Recount- Police report, dialogue (interviews)	 Sentence work Setting Description Diary Entry Note the inclusion on relevant, but non-essential detail, to interest and engage the reader • Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. at 3pm, after two hours
Supporting book/media focus and genre	Poem: War Horse by Brenda Williams 		 Extracts and images
Reading Comprehension-VIPERS	V-using dictionaries to check the meaning of words that they have read V-a thesaurus to find synonyms I-ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives (I know this because questions) P-justify predictions using evidence from the text. P-use relevant prior knowledge as well as details from the text to form predictions and to justify them. P-monitor these predictions and compare them with the text as they read on R-confidently skim and scan texts to record details S-use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information	V-discuss why words have been chosen and the effect these have on the reader V-explain how words can capture the interest of the reader I-infer characters’ feelings, thoughts and motives from their stated actions. E-discussing words and phrases that capture the reader’s interest and imagination E-identifying how language, structure, and presentation contribute to meaning R- using relevant quotes to support their answers to questions. S- identifying main ideas drawn from more than one paragraph S-identify themes from a wide range of books S-summarise whole paragraphs, chapters or texts	

Reading fluency Year 4-140 WPM Year 5- 150 WPM	-read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words	-sight-read a wide range of exception words (Y3-4 list and similar) - with support, notice where commas create phrasing within sentences -read with expression, using the punctuation to support meaning, including multi-clause sentences	-recite whole poems with growing awareness of the listener -as decoding becomes more secure, become independent, fluent and enthusiastic readers.
Sentence structure/punctuation objectives	Commas after fronted adverbials Expanded noun phrases with prepositions	Organising paragraphs around a theme Headings and subheadings (extend)	Full punctuation of direct speech Manipulation of reporting clause
Grammar objectives	Revise the subordinating clause Extend manipulation of clauses starting sentences with non-finite present participles (-ing)	pronoun, possessive pronoun, preposition Revision of pronoun and noun choice for cohesion	Revision
Vocabulary and spelling objectives	Recap some Y3 words statutory words Words ending in ure Possessive apostrophe with singular words Homophones In, ir, im, ir prefixes Ei, eigh, ey Ch ou Ing, er, en, ed G u Suffix -ture	homophones Prefix anti Prefix inter Cian, tion, sion, ssion S/sc	Sion Apostrophe Homophones Auto Ous Un, dis Inter, super Ly, y ie Statutory word test
Handwriting Nelson Handwriting	ning ping ting oc od oo ake ome are fla flo fle who wha whe	ie in il inly ky ny ap ar an ick uck ack re fte fir fin	wra wri kni (silent letters) ii ll tt rr nn mm cc oo dd ss ff ee ew ev ex (spacing) th ht fl (proportions) Practising with punctuation ! ? – “ ” , ‘
End of Year Expectations	Children in Year 4 will be confident in discussing and recording their ideas when planning. Increase confidence seen in narrative and non-narrative writing through creating settings, characters and plot, organising sections of writing with paragraphs, varied vocabulary being used for specific purpose, dialogue punctuated correctly and using specific words to express time and cause. Children will have the skills to join more letters correctly. Children will be able to use a dictionary to help check spelling mistakes.		

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