

Year 4 Term 1

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Narrative - plot	3, 4, 9, 10, 15 (GfW 25)	4 (GfW 23)	4, 9 (SB p.25, p.26), 15	2	Class novel	<ul style="list-style-type: none"> ▪ Story plans ▪ Story
Narrative - character and setting	1, 2, 11, 12	3 (GfW 22)	2, 6 (SB p.22), 10,16	2	Short stories including some with an historical setting	<ul style="list-style-type: none"> ▪ Character sketch ▪ Personal response
Poetry	7, 8, 14	2 (GfW 21)	1, 3, 7 (SB p.23), 13	1	Collections of poems on similar themes	<ul style="list-style-type: none"> ▪ Poems based on personal or imagined experience
<i>Plays</i>	5, 6, 13	1 (GfW 20)	17	2	Playscripts	<ul style="list-style-type: none"> ▪ Playscript of known story
Newspapers/ magazines	16, 17, 18, 19, 20, 21, 23, 24	5 (GfW 24)	2, 10, 16	3	Newspaper reports and examples of newspaper page layouts. Non- fiction texts from print, Internet and CD Rom sources.	<ul style="list-style-type: none"> ▪ Newspaper style reports using IT
Instruction	22, 25, 26	1 (GfW 20)	5 (SB p.21), 12, 17	2	Instructional texts linked to other curriculum area, e.g. technology	<ul style="list-style-type: none"> ▪ Rules/instructions
Report	27	2 (GfW 21)	3, 8 (SB p.24), 11, 14 (SB p.27)	1	Non-chronological report	<ul style="list-style-type: none"> ▪ Non-chronological report

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Year 4 Term 1

Unit: Narrative - plot Duration: 2 weeks	Text(s): Class novel Outcomes: Story plans; story	
Text level objectives	Sentence level objectives	Word level objectives
<p>T3 to explore chronology in narrative using written or other media texts, by mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others told in detail;</p> <p>T4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;</p> <p>T9 to use different ways of planning stories, e.g. using brainstorming, notes, diagrams;</p> <p>T10 to plan a story identifying the stages of its telling;</p> <p>T15 to use paragraphs in story writing to organise and sequence the narrative. (<i>Grammar for writing</i> Unit 25)</p>	<p>S4 to identify adverbs and understand their functions in sentences through:</p> <ul style="list-style-type: none"> identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences; noticing where they occur in sentences and how they are used to qualify the meanings of verbs; collecting and classifying examples of adverbs, e.g. for speed: <i>swiftly, rapidly, sluggishly</i>; light: <i>brilliantly, dimly</i>; investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the house ...ly</i>; using adverbs with greater discrimination in own writing. (<i>Grammar for writing</i> Unit 23) 	<p>W4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;</p> <p>W9 to recognise and spell the suffixes: <i>-al, -ary, -ic, -ship, -hood, -ness, -ment</i> (<i>Spelling bank</i> p.25, p26);</p> <p>W15 to use joined handwriting for all writing except where other special forms are required.</p>

<p>Unit: Narrative - character/setting</p> <p>Duration: 3 weeks</p>	<p>Text(s): Short stories including some with an historical setting</p> <p>Outcomes: Character sketch; personal response</p>	
Text level objectives	Sentence level objectives	Word level objectives
<p>T1 to investigate how settings and characters are built up from small details, and how the reader responds to them;</p> <p>T2 to identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict actions;</p> <p>T11 write character sketches, focusing on small details to evoke sympathy or dislike;</p> <p>T12 to write independently, linking own experience to situations in historical stories, e.g. <i>How would I have responded? What would I do next?</i></p>	<p>S3 identify the use of powerful verbs, e.g. 'hobbled' instead of 'went', e.g. through cloze procedure. (<i>Grammar for writing</i> Unit 22)</p>	<p>W2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p> <p>W6 to distinguish between the spelling and meanings of common homophones, e.g. <i>to/two/too; they're/their/there; piece/peace</i> (<i>Spelling bank</i> p.22);</p> <p>W10 to read and spell correctly the words in the medium frequency word list (Appendix List 2);</p> <p>W16 to know when to use:</p> <ul style="list-style-type: none"> • a clear neat hand for finished, presented work; • informal writing for everyday informal work, rough drafting, etc.

Unit: Poetry Duration: 1 week	Text(s): Collections of poems on similar themes Outcomes: Poems based on personal or imagined experience	
Text level objectives	Sentence level objectives	Word level objectives
<p>T7 compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences;</p> <p>T8 to find out more about popular authors, poets, etc. and use this information to move onto more books by favourite writers;</p> <p>T14 to write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs.</p>	<p>S2 to revise work on verbs from Year 1 Term 3 and to investigate verb tenses: (past, present and future):</p> <ul style="list-style-type: none"> compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. '<i>when the circuit is...</i>'); forecasts/directions etc. in future. Develop awareness of how tense relates to purpose and structure of text; to understand the term 'tense' (i.e. that it refers to time) in relation to verbs and use it appropriately; understand that one test of whether a word is a verb is whether or not its tense can be changed. (<i>Grammar for writing</i> Unit 21) 	<p>W1 to read and spell words through:</p> <ul style="list-style-type: none"> identifying phonemes in speech and writing; blending phonemes for reading; segmenting words into phonemes for spelling; correct reading and spelling of high frequency words from KS1 and Y3; identifying syllabic patterns in multi-syllabic words; using phonic/ spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; recalling the high frequency words learnt in KS1 and Y3; <p>W3 to use independent spelling strategies, including</p> <ul style="list-style-type: none"> sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>; spelling by analogy with other known words, e.g. <i>light, fright</i>; using word banks, dictionaries;

continued

<p>Unit: Poetry - continued Duration: 1 week</p>	<p>Text(s): Collections of poems on similar themes Outcomes: Poems based on personal or imagined response</p>	
<p>Text level objectives</p>	<p>Sentence level objectives</p>	<p>Word level objectives</p>
		<p>W7 to spell regular verb endings <i>s, ed, ing</i> (link to grammar work on tenses) (<i>Spelling bank</i> p.23); W13 to use a rhyming dictionary, e.g. in composing jingles.</p>

Unit: Plays Duration: 2 weeks	Text(s): Playscripts Outcomes: Playscript of known story	
Text level objectives	Sentence level objectives	Word level objectives
<p>T5 to prepare, read and perform playscripts; compare organisation of scripts with stories – how are settings indicated, story lines made clear?</p> <p>T6 to chart the build-up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded;</p> <p>T13 to write playscripts, e.g. using known stories as basis.</p>	<p>S1 to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions. (<i>Grammar for writing</i> Unit 20)</p>	<p>W17 to ensure consistency in size and proportions of letters and spacing between letters and words.</p>

<p>Unit: Newspapers/magazines</p> <p>Duration: 3 weeks</p>		<p>Text(s): Newspaper reports and examples of newspaper page layouts; non-fiction texts from print, Internet and CDROM sources</p> <p>Outcomes: Newspaper style reports using IT</p>
Text level objectives	Sentence level objectives	Word level objectives
<p>T16 to identify different types of text e.g. their content, structure, vocabulary, style, lay-out and purpose;</p> <p>T17 to identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently;</p> <p>T18 to select and examine opening sentences that set scenes, capture interest, etc. pick out key sentences/phrases that convey information;</p> <p>T19 to understand and use the terms fact and opinion; and to begin to distinguish the two in reading and other media;</p> <p>T20 to identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines;</p> <p>T21 predict newspaper stories from the evidence of headlines, making notes and then checking against the original;</p>	<p>S5 to practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing; (<i>Grammar for writing</i> Unit 24).</p>	<p>W2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p> <p>W10 to read and spell correctly the words in Appendix List 2;</p> <p>W16 to know when to use:</p> <ul style="list-style-type: none"> • a clear neat hand for finished, presented work; • informal writing for everyday informal work, rough drafting, etc.

continued

<p>Unit: Newspapers/magazines - continued Duration: 3 weeks</p>	<p>Text(s): Newspaper reports and examples of newspaper page layouts; non-fiction texts from print, Internet and CDRom sources Outcomes: Newspaper style reports using IT</p>	
<p>Text level objectives</p>	<p>Sentence level objectives</p>	<p>Word level objectives</p>
<p>T23 to investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changed; and have a spatial dimension;</p> <p>T24 to write newspaper style reports, e.g. about school events or an incident from a story, including:</p> <ul style="list-style-type: none"> • composing headlines; • using IT to draft and lay out reports; • editing stories to fit a particular space; • organising writing into paragraphs. 		

<p>Unit: Instructions</p> <p>Duration: 2 weeks</p>	<p>Text(s): Instructional texts linked to other curriculum area, e.g. technology</p> <p>Outcomes: Rules/instructions</p>	
Text level objectives	Sentence level objectives	Word level objectives
<p>T22 to identify features of instructional texts including:</p> <ul style="list-style-type: none"> • noting the intended outcome at the beginning; • listing materials or ingredients; • clearly set out sequential stages; • language of commands, e.g. imperative verbs; <p>T25 to write clear instructions using conventions learned from reading;</p> <p>T26 to improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as subheadings and numbers.</p>	<p>S1 to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions. (<i>Grammar for writing</i> Unit 20)</p>	<p>W5 to spell two-syllable words containing double consonants, e.g. <i>bubble, kettle, common</i>; (<i>Spelling bank</i> p.21)</p> <p>W12 to use 3rd and 4th place letters to locate and sequence words in alphabetical order;</p> <p>W17 to ensure consistency in size and proportions of letters and spacing between letters and words.</p>

<p>Unit: Reports</p> <p>Duration: 2 weeks</p>	<p>Text(s): Non-chronological report</p> <p>Outcomes: Non-chronological report</p>	
Text level objectives	Sentence level objectives	Word level objectives
<p>T27 to write a non-chronological report, including the use of organisational devices, e.g. numbered lists, headings for conciseness by:</p> <ul style="list-style-type: none"> • generalising some of the details; • deleting the least important details. 	<p>S2 to revise work on verbs from Year 1 term 3 and to investigate verb tenses: (past, present and future). (<i>Grammar for writing</i> Unit 21)</p>	<p>W3 to use independent spelling strategies, including</p> <ul style="list-style-type: none"> • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); • building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>; • spelling by analogy with other known words, e.g. <i>light, fright</i>; • using word banks, dictionaries; <p>W8 to spell irregular tense changes, e.g. <i>go/went, can/could</i>; (<i>Spelling bank</i> p.24)</p> <p>W11 to define familiar vocabulary in their own words, using alternative phrases or expressions;</p> <p>W14 the ways in which nouns and adjectives, e.g. <i>fix, simple, solid, drama, dead</i> can be made into verbs by use of the suffixes <i>-ate, -ify, etc.</i>; investigate spelling patterns and generate rules to govern the patterns. (<i>Spelling bank</i> p.27)</p>

Year 4 Term 2

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Narrative setting	1, 2, 3, 4, 10, 13	1 (GfW 26)	4, 8, 9, 10, 11, 13, 16	2	Stories, novels about imaginary worlds	<ul style="list-style-type: none"> Descriptive writing: settings
Audience	8, 9, 12	2 (GfW 27)	2, 7 (SB p.30), 9, 12	2	Stories in series	<ul style="list-style-type: none"> Collaborative chapter story
Poetry	4, 5, 6, 7, 11, 13	2 (GfW 27)	3, 11, 17	2	Classic & modern poetry, including other cultures	<ul style="list-style-type: none"> Poems
Notes and information texts	14, 15, 16, 17, 18, 21, 22, 23	3, 4 (GfW 28)	5 (SB p.28), 9, 12, 15	3	Information books related to other curriculum areas	<ul style="list-style-type: none"> Page(s) for information texts linked to other curriculum texts
Explanation texts	19 (GfW 29), 20, 24, 25	4 (GfW 28)	1, 6, 9, 12, 14	2	Explanation texts	<ul style="list-style-type: none"> Explanation texts linked to another curriculum area (e.g. science)

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Year 4 Term 2

Unit: Narrative setting Duration: 2 weeks	Text(s): Stories, novels about imaginary worlds Outcomes: Descriptive writing - settings	
Text level objectives	Sentence level objectives	Word level objectives
<p>T1 to understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail;</p> <p>T2 to understand how settings influence events and incidents in stories and how they affect characters' behaviour;</p> <p>T3 to compare and contrast settings across a range of stories; to evaluate, form and justify preferences;</p> <p>T4 to understand how the use of expressive and descriptive language can, e.g. create moods, arouse expectations, build tension, describe attitudes or emotions;</p> <p>T10 to develop use of settings in own writing, making use of work on adjectives and figurative language to describe settings effectively;</p> <p>T13 to write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes.</p>	<p>S1 to revise and extend work on adjectives from Y3 Term 2 and link to work on expressive and figurative language in stories and poetry;</p> <ul style="list-style-type: none"> • constructing adjectival phrases; • examining comparative and superlative adjectives; • comparing adjectives on a scale of intensity (e.g. <i>hot, warm, tepid, lukewarm, chilly, cold</i>); • relating them to the suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>); • relating them to adverbs which indicate degrees of intensity (e.g. <i>very, quite, more, most</i>) and through investigating words which can be intensified in these ways and words which cannot. (<i>Grammar for writing Unit 26</i>) 	<p>W4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;</p> <p>W8 to read and spell accurately the words in Appendix List 2;</p> <p>W9 to use alternatives words and expressions which are more accurate or interesting than the common choices, e.g. <i>got, nice, good then</i>;</p> <p>W10 to explore and discuss the implications of words which imply gender, including the <i>-ess</i> suffix, e.g. <i>prince/princess, fox/vixen, king/queen</i>;</p> <p>W11 to understand that vocabulary changes over time, e.g. through collecting words which have become little used and discussing why, e.g. <i>wireless, frock</i>;</p> <p>W13 a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. <i>wash..able, hope..ful, shock..ing, child..like, hero..ic, road..worthy</i>;</p> <p>W16 to know when to use:</p> <ul style="list-style-type: none"> • a clear neat hand for finished, presented work; • informal writing for every day informal work, rough drafting, etc.

Year 4 Term 2

Unit: Audience Duration: 2 weeks	Text(s): Stories in series Outcomes: Collaborative chapter story	
Text level objectives	Sentence level objectives	Word level objectives
<p>T8 to review a range of stories, identifying, e.g. authors, themes or treatments;</p> <p>T9 to recognise how certain types of texts are targeted at particular readers; to identify intended audience, e.g. junior horror stories;</p> <p>T12 to collaborate with others to write stories in chapters, using plans with particular audiences in mind.</p>	<p>S2 to use the apostrophe accurately to mark possession through:</p> <ul style="list-style-type: none"> • identifying possessive apostrophes in reading and to whom or what they refer; • understanding basic rules for apostrophising singular nouns, e.g. <i>the man's hat</i>; for plural nouns ending in 's'; e.g. <i>the doctors' surgery</i> and for irregular plural nouns, e.g. <i>men's room, children's playground</i>; • distinguishing between uses of the apostrophe for contraction and possession; • beginning to use the apostrophe appropriately in their own writing. (<i>Grammar for writing Unit 27</i>) 	<p>W2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them</p> <p>W7 to recognise and spell the prefixes: al- etc (<i>Spelling bank p.30</i>);</p> <p>W9 to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. <i>got, nice, good then</i>;</p> <p>W12 to define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes.</p>

Year 4 Term 2

Unit: Poetry Duration: 2 weeks	Text(s): Classic and modern poetry, including other cultures Outcomes: Poems	
Text level objectives	Sentence level objectives	Word level objectives
<p>T4 to understand how the use of expressive and descriptive language can, e.g. create moods, arouse expectations, build tension, describe attitudes or emotions;</p> <p>T5 to understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile;</p> <p>T6 to identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words;</p> <p>T7 to identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these aloud effectively;</p> <p>T11 to write poetry based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes;</p> <p>T13 to write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes.</p>	<p>S2 to use the apostrophe accurately to mark possession through:</p> <ul style="list-style-type: none"> identifying possessive apostrophes in reading and to whom or what they refer; understanding basic rules for apostrophising singular nouns, e.g. <i>the man's hat</i>; for plural nouns ending in 's'; e.g. <i>the doctors' surgery</i> and for irregular plural nouns, e.g. <i>men's room</i>, <i>children's playground</i>; distinguishing between uses of the apostrophe for contraction and possession; beginning to use the apostrophe appropriately in their own writing. (<i>Grammar for writing Unit 27</i>) 	<p>W3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); building from other words with similar patterns and meanings, e.g. <i>medical</i>, <i>medicine</i>; spelling by analogy with other known words, e.g. <i>light</i>, <i>fright</i>; using word banks, dictionaries; <p>W11 to understand that vocabulary changes over time, e.g. through collecting words which have become little used and discussing why e.g. <i>wireless</i>, <i>frock</i>;</p> <p>W17 to ensure consistency in size and proportions of letters and spacing between letters and words.</p>

Year 4 Term 2

<p>Unit: Notes and information texts</p> <p>Duration: 3 weeks</p>	<p>Text(s): Information books related to other curriculum areas</p> <p>Outcomes: Page(s) for information texts linked to other curriculum areas</p>	
Text level objectives	Sentence level objectives	Word level objectives
<p>T14 notemaking: to edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reasons for editorial choices;</p> <p>T15 to appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list</p> <p>T16 to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search;</p> <p>T17 to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text;</p> <p>T18 to mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these;</p> <p>T21 to make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form;</p> <p>T22 to fill out brief notes into connected prose;</p> <p>T23 to collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram.</p>	<p>S3 to understand the significance of word order e.g. some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones;</p> <p>S4 to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective. (<i>Grammar for writing</i> Unit 28)</p>	<p>W5 to investigate what happens to words ending in 'f' when suffixes are added (SB p.28);</p> <p>W9 to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. <i>got, nice, good, then</i>;</p> <p>W12 to define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes;</p> <p>W15 to build up speed, e.g. particularly for notes, drafts, lists.</p>

Year 4 Term 3

Unit: Explanation texts Duration: 2 weeks	Text(s): Explanation texts Outcomes: Explanation texts linked to another curriculum area (e.g. science)	
Text level objectives	Sentence level objectives	Word level objectives
<p>T19 to identify how and why paragraphs are used to organise and sequence information (<i>Grammar for writing</i> Unit 29);</p> <p>T20 to identify from the examples the key features of explanatory texts:</p> <ul style="list-style-type: none"> • purpose: to explain a process or to answer a question; • structure: introduction, followed by sequential explanation, organised into paragraphs; • language features: usually present tense; use of connectives of time and cause and effect; use of passive voice; • presentation: use of diagrams, other illustrations; <p>T24 to improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering;</p> <p>T25 to write explanations of a process, using conventions identified through reading.</p>	<p>S4 to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective. (<i>Grammar for writing</i> Unit 28)</p>	<p>W1 to read and spell words through:</p> <ul style="list-style-type: none"> • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/ spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; <p>W6 to spell words with the common endings: -ight, etc</p> <p>W9 to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. <i>got, nice, good, then</i>;</p> <p>W12 to define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes;</p> <p>W14 to use joined handwriting for all writing except where other special forms are required.</p>

Year 4 Term 3

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Poetry	4, 5, 6, 7, (9), 14, 15	1 (GfW 30)	8 (SB p.35), 11, (SB p.38), 12 (SB p.39)	2	Poems of variety of forms	<ul style="list-style-type: none"> Poems in different forms
Issues and dilemmas 1	1, 3, 10, 11, 20, 24	1 (GfW 30), 2	1, 2, 3, 5 (SB p.31, p.32), 13	2	Class novel, extracts, short stories that raise issues	<ul style="list-style-type: none"> Story in paragraphs Reading journal
Issues and dilemmas 2	8, 9, 12, 20, 24	2, 3 (GfW 31)	4, 9 (SB p.36), 14	2	Class novel, short stories, stories by one author	<ul style="list-style-type: none"> Alternative endings to stories Reading journal
Narrative reading and writing	2, 13	2, 3 (GfW 31), 4 (GfW 32)	1, 2, 3, 6 (SB p.33), 13	3	Stories from other cultures	<ul style="list-style-type: none"> Extended narrative
Discussion	16, 17, 20, 21, 22, 23, 24	4 (GfW 32)	1, 2, 3, 7 (SB p.34), 14	3	Texts from other curriculum areas including debates and editorials	<ul style="list-style-type: none"> Planning debate Debate Letter, report or script presenting point of view Summaries
Persuasion	18, 19, 25	3 (GfW 31), 4 (GfW 32)	4, 10 (SB p.37), 15	2	Persuasive writing, e.g. adverts, circulars, fliers	<ul style="list-style-type: none"> Advert, e.g. poster, radio jingle

These units can be taught in any order except that the unit 'Issues and dilemmas 1' should precede 'Issues and dilemmas 2'.

Year 4 Term 3

Unit: Poetry Duration: 2 weeks	Text(s): Poems of variety of forms Outcomes: Poems in different forms	
Text level objectives	Sentence level objectives	Word level objectives
<p>T4 understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration;</p> <p>T5 to clap out and count the syllables in each line of regular poetry;</p> <p>T6 to describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme;</p> <p>T7 to recognise some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs;</p> <p>T9 to read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work;</p> <p>T14 to write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others;</p> <p>T15 to produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language.</p>	<p>S1 to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes. (<i>Grammar for writing</i> Unit 30)</p>	<p>W8 to practise extending, and compounding words through adding parts, e.g. <i>ful, ly, ive, tion, ic, ist</i>; revise and reinforce earlier work (Y3) on prefixes and suffixes; investigate links between meaning and spelling (<i>Spelling bank</i> p.35);</p> <p>W11 to investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. <i>handbag, cupboard</i> (<i>Spelling bank</i> p.38);</p> <p>W12 to understand how diminutives are formed, e.g. suffixes: <i>-ette</i>; prefixes: <i>mini</i>; adjectives, e.g. <i>little</i>; nouns, e.g. <i>sapling</i>; and nicknames, e.g. <i>Jonesy</i>. (<i>Spelling bank</i> p.39)</p>

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Unit: Issues and dilemmas 1 Duration: 2 weeks	Text(s): Class novel, extracts, short stories that raise issues Outcomes: Story in paragraphs; reading journal	
Text level objectives	Sentence level objectives	Word level objectives
<p>T1 to identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text;</p> <p>T3 to understand how paragraphs or chapters are used to collect, order and build up ideas;</p> <p>T10 to describe and review own reading habits and to widen reading experience;</p> <p>T11 to explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character;</p> <p>T20 to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words;</p> <p>T24 to summarise in writing the key ideas from, e.g. a paragraph or chapter.</p>	<p>S1 to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes (<i>Grammar for writing</i> Unit 30);</p> <p>S2 to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading.</p>	<p>W1 to read and spell words through:</p> <ul style="list-style-type: none"> identifying phonemes in speech and writing; blending phonemes for reading; segmenting words into phonemes for spelling; correct reading and spelling of high frequency words from KS1 and Y3; identifying syllabic patterns in multi-syllabic words; using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; recalling the high frequency words learnt in KS1 and Y3; <p>W2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p> <p>W3 to use independent spelling strategies, including</p> <ul style="list-style-type: none"> sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>; spelling by analogy with other known words, e.g. <i>light, fright</i>; using word banks, dictionaries; <p>W5 to explore the occurrence of certain letters, e.g. 'v' and 'k' and letter strings e.g. 'wa' (e.g. <i>swat, water</i>), 'wo' (e.g. <i>worship, won</i>) and 'ss' (e.g. <i>goodness, hiss, missile</i>) within words; deduce some of the conventions for using them at the beginnings, middles and endings of words. (<i>Spelling bank</i> p.31, p.32)</p> <p>W13 to use joined handwriting for all writing except where other special forms are required.</p>

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<p>Unit: Issues and dilemmas 2</p> <p>Duration: 2 weeks</p>	<p>Text(s): Class novel, short stories, stories by one author</p> <p>Outcomes: Alternative endings to stories; reading journal</p>	
Text level objectives	Sentence level objectives	Word level objectives
<p>T8 to write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution.</p> <p>T9 to read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work;</p> <p>T12 to write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story;</p> <p>T20 to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words;</p> <p>T24 to summarise in writing the key ideas from, e.g. a paragraph or chapter.</p>	<p>S2 to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading;</p> <p>S3 to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, nothing e.g.</p> <ul style="list-style-type: none"> • the order of words; • verb tenses; • additions and/or deletions of words; • changes to punctuation. (<i>Grammar for writing</i> Unit 31). 	<p>W4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;</p> <p>W9 to recognise and spell the suffixes; <i>-ible, -able, -ive, -tion, -sion</i> (<i>Spelling bank</i> p.36);</p> <p>W14 to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.</p>

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Unit: Narrative reading and writing Duration: 3 weeks	Text(s): Stories from other cultures Outcomes: Extended narrative	
Text level objectives	Sentence level objectives	Word level objectives
<p>T2 to read stories from other cultures, by focusing on, e.g. differences in place, time, customs, relationships; to identify and discuss recurring themes where appropriate;</p> <p>T13 to write own longer stories in chapters from story plans.</p>	<p>S2 to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading;</p> <p>S3 to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, nothing e.g.</p> <ul style="list-style-type: none"> • the order of words; • verb tenses; • additions and/or deletions of words; • changes to punctuation (<i>Grammar for writing</i> Unit 31); <p>S4 the use of connectives e.g. adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. '<i>if.., then</i>'; '<i>on the other hand..</i>'; '<i>finally</i>'; '<i>so</i>'. (<i>Grammar for writing</i> Unit 32)</p>	<p>W1 to read and spell words through:</p> <ul style="list-style-type: none"> • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3.

continued

<p>Unit: Narrative reading and writing - continued</p> <p>Duration: 3 weeks</p>	<p>Text(s): Stories from other cultures Outcomes: Extended narrative</p>	
Text level objectives	Sentence level objectives	Word level objectives
		<p>W2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p> <p>W3 to use independent spelling strategies, including</p> <ul style="list-style-type: none"> • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?) • building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>; • spelling by analogy with other known words, e.g. <i>light, fright</i>; • using word banks, dictionaries; <p>W6 to spell words with common letter strings but different pronunciations, e.g. <i>tough, through, trough, plough; hour, journey, could, route, four</i> (<i>Spelling bank</i> p.33)</p> <p>W13 to use joined handwriting for all writing except where other special forms are required.</p>

Year 4 Term 3

<p>Unit: Discussion</p> <p>Duration: 3 weeks</p>	<p>Text(s): Texts from other curriculum areas including debates and editorials</p> <p>Outcomes: Planning a debate; debate; letter, report or script presenting point of view; summary</p>	
Text level objectives	Sentence level objectives	Word level objectives
<p>T16 to read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books e.g. environment, animal welfare;</p> <p>T17 how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments;</p> <p>T20 to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words;</p> <p>T21 to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules;</p> <p>T22 to use writing frames if necessary to back up points of view with illustrations and examples;</p> <p>T23 to present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader;</p> <p>T24 to summarise in writing the key ideas from, e.g. a paragraph or chapter.</p>	<p>S4 the use of connectives e.g. adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. 'if.., then'; 'on the other hand..'; 'finally'; 'so'. (<i>Grammar for writing</i> Unit 32)</p>	<p>W1 to read and spell words through:</p> <ul style="list-style-type: none"> • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; <p>W2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p>

continued

<p>Unit: Discussion - continued</p> <p>Duration: 3 weeks</p>	<p>Text(s): Texts from other curriculum areas including debates and editorials</p> <p>Outcomes: Planning a debate; debate; letter, report or script presenting point of view; summary</p>	
Text level objectives	Sentence level objectives	Word level objectives
		<p>W3 to use independent spelling strategies, including</p> <ul style="list-style-type: none"> • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?) • building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>; • spelling by analogy with other known words, e.g. <i>light, fright</i>; • using word banks, dictionaries; <p>W7 collect/classify words with common roots e.g. <i>advent, invent, prevent, press, pressure, depress, phone, telephone, microphone</i>; investigate origins and meanings (<i>Spelling bank</i> p.34);</p> <p>W14 to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.</p>

Year 4 Term 3

Unit: Persuasion Duration: 2 weeks	Text(s): Persuasive writing, e.g. adverts, circulars, fliers Outcomes: Advert, e.g. poster, radio jingle	
Text level objectives	Sentence level objectives	Word level objectives
<p>T18 from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader;</p> <p>T19 to evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented; exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words;</p> <p>T25 to design an advertisement, such as a poster or radio jingle on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples.</p>	<p>S3 to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, nothing e.g.</p> <ul style="list-style-type: none"> • the order of words; • verb tenses; • additions and/or deletions of words; • changes to punctuation (<i>Grammar for writing</i> Unit 31); <p>S4 the use of connectives e.g. adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. 'if.., then'; 'on the other hand..'; 'finally'; 'so'. (<i>Grammar for writing</i> Unit 32)</p>	<p>W4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;</p> <p>W10 to distinguish the two forms: its (<i>possessive no apostrophe</i>) and it's (<i>contracted 'it is'</i>) and to use these accurately in own writing (<i>Spelling bank</i> p.37);</p> <p>W15 to use a range of presentational skills e.g.</p> <ul style="list-style-type: none"> • print script for captions, sub-headings and labels; • capital letters for posters, title pages, headings; • a range of computer-generated fonts and point sizes.