

Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation.
<p>Fiction: Modern Fiction: Mr Stink</p>	<p>Pupils are taught to develop positive attitudes to reading and understanding of what they read by.</p> <ul style="list-style-type: none"> listening to and discussing a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks. using dictionaries to check the meaning of words that they have read. increasing their familiarity with a wide range of books. Identifying themes and conventions in a wide range of books. discussing words and phrases that capture the reader's interest and imagination. <p>Pupils are taught to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. predicting what might happen from details stated and implied. Identifying how language, structure and presentation contribute to meaning. <p>Pupils are taught to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> spell further homophones. <p>Pupils are taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters, when adjacent to one another are best left un-joined. increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. discussing and recording ideas. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. organise paragraphs around a theme. In narratives, creating settings, character and plot. <p>Pupils are taught to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Pupils are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
<p>Fiction/Poetry: Stories with Historical Settings – 'Escape from Pompeii' by Christina Balit</p>	<p>Pupils are taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined. increase the legibility, consistency and quality of their handwriting, 	<p>Pupils are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read. • increasing their familiarity with a wide range of books and retelling some of these orally. • identifying themes and conventions in a wide range of books. • preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • discussing words and phrases that capture the reader's interest and imagination. • recognising some different forms of poetry (for example, free verse, narrative poetry). <p>Pupils are taught to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discuss their understanding and explaining the meaning of words in context. • asking questions to improve their understanding of a text. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure, and presentation contribute to meaning. <p>Pupils are taught to participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>for example by ensuring that the downstrokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • discussing and recording ideas. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). • organising paragraphs around a theme. • In narratives, create settings. <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements. • proposing changes to grammar and vocabulary to improve consistency. <p>Pupils are taught to proof-read for spelling and punctuation errors.</p> <p>Pupils are taught to read aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • using conjunctions, adverbs and prepositions to express time and cause. • using fronted adverbials. • learning the grammar for years 3 and 4 in English Appendix 2. <p>Pupils are taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials. • using and punctuating direct speech.
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Year 4 Autumn 2				
Unit	Reading (comprehension)	Writing (transcription and composition)	Vocabulary, grammar and punctuation	Writing outcomes
<p>Non-Fiction: Non-chronological reports – Storm Unicorn/Wolves in the Wall (T4W/Hamilton Literacy/Classroom Secrets)</p>	<p>Pupils are taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> Listening to and discussing a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. discussing and recording ideas. <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> organising paragraphs around a theme. In non-narrative material, using simple organisational devices for example, headings and subheadings. 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause. <p>Pupils should be taught to indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns.</p>	<ul style="list-style-type: none"> Explanation Text Instructions (Assessment) Explanation Text (Assessment)
Unit	Reading (comprehension)	Writing (transcription/comprehension)	Vocabulary, grammar and punctuation	Writing outcomes
<p>Fiction: Film Narrative – ‘The present’ (Literacy Shed)</p>	<p>Pupils are taught to develop positive attitudes to reading and understand what they read by:</p> <ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read. <p>Pupils are taught to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining meaning of words in context. 	<p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> In narratives, creating settings, character and plot. 		<ul style="list-style-type: none"> Describing characters through actions Story writing

	<ul style="list-style-type: none">Identifying how language, structure, and presentation contribute to meaning.			
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