

COMPOSITION Y3/4	SPAG Y3/4
<p>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>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, creating settings, characters and plot <p>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, including the accurate use of pronouns in sentences ➤ Proof-read for spelling and punctuation errors ➤ 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>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 ➤ using the present perfect form of verbs in contrast to the past tense ➤ 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 ➤ indicate grammatical and other features by: ➤ using commas after fronted adverbials ➤ indicating possession by using the possessive apostrophe with plural nouns ➤ using and punctuating direct speech ➤ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Speaking & Listening	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ listen and respond appropriately to adults and their peers ➤ ask relevant questions to extend their understanding and knowledge ➤ use relevant strategies to build their vocabulary ➤ articulate and justify answers, arguments and opinions ➤ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ➤ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ➤ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Handwriting Y3/4

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 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].

Yr 4 Autumn term:
Term 1 – Blue Abyss
Term 2 - Potions

Type	Unit ref	Unit Title	Time guide	Word/Sentence/Punctuation focus	Text level	Writing outcomes
Narrative	3	Stories from Other Cultures	3 - 4 weeks Term 1	Y2 - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Y3 - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Y3 - Introduction to inverted commas to punctuate direct speech Synonyms for said	Y3 - Introduction to paragraphs as a way to group related material Y3 - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	<ul style="list-style-type: none"> • A complete narrative in the style of chosen cultural story, organised into paragraphs and including speech.
Non-Fiction	2	Information Texts	4 weeks	Y2 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Y3 - Headings and sub-headings to aid presentation	<ul style="list-style-type: none"> • Scanning & Note taking (key words,

			Term 1/2	<p>Y3 - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Y4 - Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p>	<p>Y4 - Use of paragraphs to organise ideas around a theme</p> <p>3rd person</p>	<p>abbreviations)</p> <ul style="list-style-type: none"> Editing Filling out brief notes into connected prose. Presenting information from a variety of sources in one simple format, for example chart, labelled diagram, graph, matrix.
Narrative	2	Stories set in Imaginary Worlds	4 weeks Term 2	<p>Y4 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Y4 - Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Y4 - 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>Powerful verbs</p> <p>Similes</p>	<p>Y4 - Use of paragraphs to organise ideas around a theme</p> <p>Y4 - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<ul style="list-style-type: none"> A longer story including: powerful description of setting & atmosphere Characterisation chapters

Yr 4 Spring term:**Term 3 –Playlist****Term 4 - Burps Bottoms and Bile**

Type	Unit ref	Unit Title	Time guide	Word/Sentence/Punctuation focus	Text level	Writing outcomes
Narrative	5	Plays Term 3	2 – 3 weeks	Y4 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	<p>Y4 - Use of paragraphs to organise ideas around a theme</p> <p>Y4 - Appropriate choice of pronoun</p>	<ul style="list-style-type: none"> Reading in role (with expression) Changing narrative dialogue into play script form

				<p>Y4 - 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>Stage directions</p> <p>Asides</p>	<p>or noun within and across sentences to aid cohesion and avoid repetition</p>	<ul style="list-style-type: none"> • Writing of a play script including stage directions and several scenes.
Poetry	1	<p>Creating Images</p> <p>Term 3 Sound Collector</p>	2 weeks	<p>Y4 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Powerful verbs</p> <p>Adverbs</p> <p>Similes</p> <p>Metaphors</p>	<p>Y3/4 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>	<ul style="list-style-type: none"> • Write a poem based on a previously analysed model(s), incorporating similes and other devices that create images for the reader.
Fiction	4	<p>Narrative</p> <p>Term 3/4</p> <p>Bills New Frock</p>	4 weeks	<p>Y2 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Y3 - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Y4 - Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Comparatives and superlatives</p>	<p>Y3 - Headings and sub-headings to aid presentation</p> <p>Y4 - Use of paragraphs to organise ideas around a theme</p>	<ul style="list-style-type: none"> • Advertisements (poster and leaflet) • A written script (voice over) for a film trailer • Letter to persuade
Non-fiction	3	<p>Explanation Texts</p> <p>Term 4</p>	2 – 3 weeks	<p>Y2 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Y3 - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Y4 - Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Y3 - Headings and sub-headings to aid presentation</p> <p>Y4 - Use of paragraphs to organise ideas around a theme</p> <p>2nd Person</p>	<ul style="list-style-type: none"> • Note-taking • Planning in a diagram • An explanation text based on own research of more than one source

**Yr 4 Summer term:
Term 5 - Road Trip USA
Term 6 – I am a warrior**

Type	Unit ref	Unit Title	Time guide	Word/Sentence/Punctuation focus	Text level	Writing outcomes
Non-Fiction	2	Information Texts	2 weeks Term 5	Y2 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Y3 - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Y4 - Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Y3 - Headings and sub-headings to aid presentation Y4 - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<ul style="list-style-type: none"> Scanning & Note taking (key words, abbreviations) Editing Filling out brief notes into connected prose. Presenting information from a variety of sources in one simple format, for example chart, labelled diagram, graph, matrix.
Fiction		Myths & Legends Native American Myths	3-4 weeks Term 5			<ul style="list-style-type: none">
Non-Fiction	1	Recounts : Newspapers	3 weeks Term 6	Y4 - Fronted adverbials [for example, Later that day, I heard the bad news.] Y4 - Use of commas after fronted adverbials Y4 - 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!"] 1 st person vs 3 rd person	Y4 - Use of paragraphs to organise ideas around a theme Y4 - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<ul style="list-style-type: none"> Plan, draft and write a newspaper article - including composing a headline - that contains both factual and opinion based content.
Narrative	1	Stories with Historical Settings	3 weeks Term 6	Y4 - Fronted adverbials [for example, Later that day, I heard the bad news.] Y4 - Use of commas after fronted adverbials	Y4 - Use of paragraphs to organise ideas around a theme Y4 - Appropriate choice of pronoun or noun within and across sentences	<ul style="list-style-type: none"> Extended story using chapters based on a historical period

				Y4 - 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!"] Archaic language	to aid cohesion and avoid repetition	
Poetry		Kennings	1 week			•

Appendix 2

Year 4	
Word	The grammatical difference between plural and possessive –s 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]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	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!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial