

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Varjak Paw -SF Said	Varjak Paw -SF Said	Adventures of the New Cut Gang – Philip Pullman	Secret Diary of Jane Pinny – Philip Ardagh	Mia’s Story -Michael Foreman	Mia’s Story -Michael Foreman
Literary genre of topic book	Novel - adventure	Novel - adventure	Novel - Mystery	Novel - Reality- based fiction	Reality-based fiction	Reality-based fiction
Name & genre of guided reading text/s	Varjak Paw -SF Said Practical Cats - TS Elliot	Varjak Paw -SF Said Various non-fiction comprehension texts.	Adventures of the New Cut Gang – Philip Pullman Various Victorian poetry – Rosetti, Tennyson, Bronte etc.	Secret Diary of Jane Pinny – Philip Ardagh Various non-fiction comprehension texts.	Geography Lesson – Brian Patten (poem) Various fiction comprehension texts.	Recycle Now – Marie Thom (poem) Various non-fiction comprehension texts.
Link to NC (topic)	History – Build an overview of world history/To understand chronology Geography – Investigate Places (Mesopotamia) Science – Teeth and Digestion/Food Chains	History & Geography – Communicate Geographically (Mesopotamia) Science – Living things/ classification/food chains	History – Victorians To investigate and interpret the past Science - Electricity	History – Victorians To communicate historically Science - Sound	Geography – Investigate Places (continent/countries /longitude/latitude/ tropics) Science - Changing Habitats	Geography – Communicate Geographically (environmental issues/recycling) Science – States of Matter
Reading objectives: (Experience, skills, knowledge & strategies)	*To read words accurately, apply a growing knowledge of etymology and morphology. * To understand texts, draw inferences from reading. Draw inferences such as inferring characters’	*To understand texts, identify main ideas drawn from more than one paragraph and summarise these. Ask questions to improve understanding of a text.	*Reading books that are structured in different ways and reading for a range of purposes * Predict what might happen from	* Identify main ideas drawn from more than one paragraph and summarise these. *Ask questions to improve	* Reflecting and inferring meaning from illustrations. Developing an understanding of a character.	* Reflecting and inferring meaning from illustrations. *Developing an understanding of a character. * Draw inferences such as inferring

	<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>* To understand texts, discuss words and phrases that capture the imagination. Draw inferences from reading. Identify how language, structure and presentation contribute to meaning. Recognise some different forms of poetry.</p> <p>Predict what might happen from details stated and implied.</p>	<p>* To read words accurately, read further exception words, noting the spellings. To understand texts, explain and discuss understanding of reading, maintaining focus on the topic.</p> <p>* To understand texts, identify recurring themes and elements of different stories (e.g. good triumphing over evil).</p> <p>* Reflect on the journey of the protagonist.</p>	<p>details stated and implied.</p> <p>*Discuss words and phrases that capture the imagination.</p> <p>*Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</p> <p>* Draw inferences from reading. Recall and summarise main ideas.</p> <p>*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>understanding of a text.</p> <p>* Identify how language, structure and presentation contribute to meaning.</p> <p>*Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</p> <p>* Prepare poems and plays to read aloud with expression, volume, tone and intonation.</p> <p>*Recognise some different forms of poetry. Identify how language, structure and presentation contribute to meaning.</p>	<p>* Reflect critically on themes raised in the book.</p> <p>* Reflect on the journey of the protagonist.</p> <p>* Consider and reflect upon techniques in the poem.</p> <p>*Consider and reflect upon the protagonist's emotional journey.</p>	<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>* Explain and discuss understanding of reading, maintaining focus on the topic.</p> <p>* Identify main ideas drawn from more than one paragraph and summarise these.</p>
<p>SPAG & Vocab NC objectives:</p>	<p>* Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>* Spell homophones correctly.</p> <p>*Extending the range of sentences</p>	<p>*Punctuating sentences correctly with a variety of punctuation.</p>	<p>* Using conjunctions, adverbs and prepositions to</p>	<p>*Homophones</p> <p>*Inserting missing punctuation</p> <p>*Conjunctions</p>	<p>*Pronouns – personal and possessive.</p> <p>*Prepositional Phrase</p> <p>*Imperative verbs</p>

	<p>*Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>* Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>*Use prefixes and suffixes and understand how to add them.</p>	<p>with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>* Using commas after fronted adverbials.</p> <p>* Use and understand grammatical terminology when discussing writing and reading.</p>	<p>* Using and punctuating direct speech.</p> <p>*Using the present perfect form of verbs in contrast to the past tense.</p> <p>*Plural and possessive s.</p> <p>*Determiners</p> <p>*Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>express time and cause.</p> <p>*Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</p> <p>* Use and understand grammatical terminology when discussing writing and reading.</p>	<p>* Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>* Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>* Nouns (Abstract, Common, Concrete & Proper)</p> <p>*Use the first two or three letters of a word to check its spelling in a dictionary.</p>
<p>Speaking, Listening & Language objectives:</p>	<p>Past tense</p> <p>Descriptive language and vocab choice.</p> <p>Book talk</p> <p>Performance poetry (emotive expression)</p> <p>Bring stories to life with expression and intonation.</p>	<p>Debate, argument and persuasive</p> <p>Precise vocabulary choice</p> <p>Engage in discussions, making relevant points.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p>	<p>Performance of play script</p> <p>Understand the meaning of some phrases beyond the literal interpretation.</p>	<p>Performance poetry</p> <p>Precise vocabulary choice</p> <p>Presentation of knowledge gained of Victorians.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p>	<p>Use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p>	<p>Performance poetry</p> <p>Bring stories to life with expression and intonation.</p> <p>Book talk</p> <p>Performance of play script</p>

Extended writing outcomes	Letter Diary entry Newspaper Report List Poem	Narrative (continuing the story) Sensory Poem	Leaflet (information) Diary in role Script writing	Factual report. Poem (character) Letter writing	Letter writing (in role) Diary in role Character description	Poem (feelings) – following the writer's craft Personal recount Script writing
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