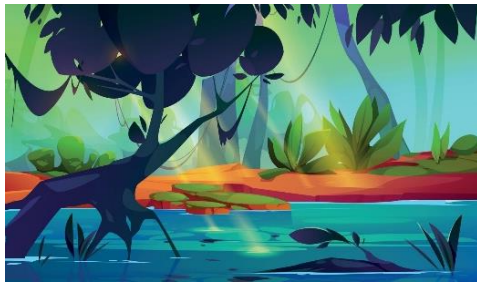
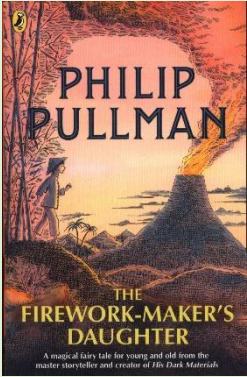
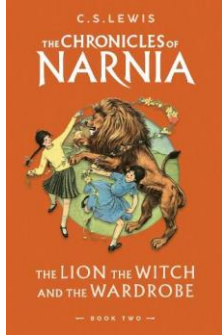
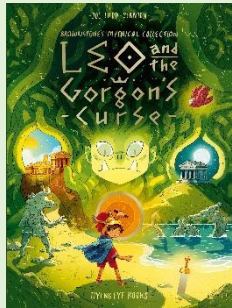
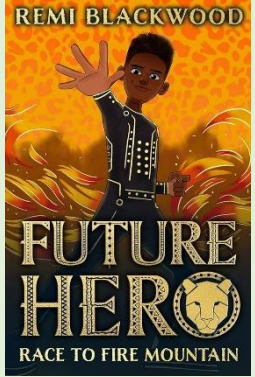


Year 4:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	'Mayans' 		'Amazing Amazon' 		'Ancient Greece' 	
Whole class texts:	'The Firework Makers Daughter' by Phillip Pullman 		'The Lion, The Witch and The Wardrobe' by C.S. Lewis 		'Leo and The Gorgon's Curse' by Joe Todd Stanton 	'Future Hero' by Remi Blackwood 
Other texts covered:	➤ Tees Barrage (Non-fiction)		➤ Poetry (Firework Themed and		➤ Information texts linked with the Amazon Rainforest and deforestation	
	➤ Poetry (Firework Themed and				➤ Non-fiction texts linked with Ancient Greece (specific areas chosen by the children)	

	➤ Information texts on 'States of Matter' (Range) ➤ Literacy Shed Comprehensions (Range)	November 5th ➤ Comprehension on Bonfire Night	➤ Literacy Shed Comprehensions (Rainforest & a range)	➤ Literacy Shed Comprehensions (Ancient Greece & a range)		
Text types:	• Character Description • Setting description • Non-chronological report	• Poetry • A newspaper report • Informal Letter	• Setting description • A narrative	• Instructions • A persuasive letter	• Non-chronological report • Character description	• Narrative • Diary
Pupil termly writing outcomes:	<u>Firework Makers' daughter</u> <i>To entertain/to inform</i> <u>Mayan:</u> <i>To explain/to inform</i>	<u>Firework Maker's Daughter</u> <i>To report</i>	<u>The Lion, The Witch and The Wardrobe:</u> <i>To entertain/to inform</i>	<u>Amazon rainforest:</u> <i>To inform</i> <i>To persuade</i>	<u>Ancient Greece:</u> <i>To inform</i> <i>To describe</i>	<u>Ancient Greece:</u> <i>To entertain/to inform</i> <u>Kingswood:</u> <i>To inform</i>
By the end of each term most children should:	• Demarcate nearly all sentences with the correct punctuation including inverted commas. • Write a range of narratives and non-fiction pieces using a consistent and appropriate structure. (including genre specific layout devices).		• Use inverted commas with correct punctuation for direct speech. (correct use of speech rules) • Consistently use commas after fronted adverbials. • Use a range of conjunctions in sentences including while, unless, though, although.		• Use apostrophes for possession. (singular [the girl's name] and plural [the girls' names]) • Choose precise effective vocabulary according to the purpose, audience and desired effect.	

	● Expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases where appropriate. (e.g. the strict teacher with curly hair). ● Consistently organise their writing into paragraphs. ● Use past and present tense correctly. ● Use fronted adverbials to start sentences. ● Include Y3/4 words ● Choose precise effective vocabulary according to the purpose, audience and desired effect.	● Use commas to mark clauses. ● Include Y3/4 words	● Vary sentence structure. (e.g. short sentences, use of different openers, compound & complex sentences) ● Vary the position of conjunctions within sentences. ● Include Y3/4 words ● Write a range of narratives and non-fiction pieces using a consistent and appropriate structure. (including genre specific layout devices).
--	--	---	---