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| **Year 4** |  |  |  |  |  |  |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Progression of Core Texts** | page3image816752Gregory Cool  |  | page6image870224The Julian Stories b  |  | page3image810720Oliver and the Seawigs  |   | page3image29945008An Anthology of Intriguing Animals  |  | page8image714496Arthur and the Golden Rope |  | page5image572032Myth Atlas  |  |
| **Read aloud book** | Teacher to decide | Teacher to decide | Teacher to decide |
| **Links to Wider Curriculum** | Explorer (Levison Wood) | (Kira Salak) | (Leif Erikson) |
| **Enrichment** | Walk over Dartmoor to gain inspiration | Theme day to dress up as famous explorers | Trip to the local lake  | Trip to the local beach | Visit Exeter museum | Theme day dressed as Vikings |
| **Independent purposeful writing outcomes** | To write a story based on the blueprint of the book | To write a class book of new Julian stories in chapters with each child writing a chapter on the theme of brothers and sisters | To write a story from a different view point. | To write an information text about 3 different animals organised in a specific way | To write a non-chronological report such as a newspaper report | To write a myth based on one of the characters from one of the cultures in the book |
| **Grammar and punctuation** | * Use the forms a or an according to whether the next word begins with a consonant or a vowel
* Extend the range of sentences with more than one clause, using a wider range of conjunctions.
* Introduction to inverted commas to punctuate direct speech
* Use of the present perfect form of verbs instead of the simple past
 | * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
* Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
* Using fronted adverbials
* Using commas after fronted adverbials
 | * Revise using the present perfect form of verbs instead of the simple past tense
* Indicating possession by using the possessive apostrophe with plural nouns
* The grammatical difference between plural and possessive –s
* Apostrophes to mark plural possession
* Using and punctuating direct speech
 | * Use of inverted commas and other punctuation to indicate direct speech
* Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
* Appropriate use of pronoun or noun within and across sentences to aid cohesion
* Revisit suffixes
 | * Using fronted adverbials
* Using commas after fronted adverbials
* Indicating possession by using the possessive apostrophe with plural nouns
* 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]
* Use of paragraphs to organise ideas around a theme
 | * Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although
* Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition
* Spell using the suffix –ation
* Spell using the suffix –ly
* Spell using the suffix –ous
 |
| **Spelling** | No Nonsense Spelling Programme |