



Year 4 - Autumn Term

	Week 1 WC 7 th Sept	Week 2 WC 14 th Sept	Week 3 WC 21 st Sept	Week 4 WC 28 th Sept	Week 5 WC 5 th Oct	Week 6 WC 12 th Oct	Week 7 WC 19 th Oct
Autumn Term 1	Assessment			<p><u>Text - Poetry</u> Poems - The Sound Collector <u>Reading Focus (2)</u> Performing poems <u>Year 3 Recap</u> Listen to and discuss different poems <u>Year 4</u> Recognise some different forms of poetry <u>Writing Focus (3)</u> <u>Year 3 Recap</u> Listen to and discuss range of poetry <u>Year 4</u> Read aloud their own writing, using appropriate intonation and controlling tone and volume so meaning is clear</p> <p><u>Spelling/Grammar Focus</u> (x5 15 mins) Homophones and near homophones</p>	<p><u>Text</u> Newspaper report <u>Reading Focus (2)</u> <u>Year 3 Recap</u> Read books that are structured in different ways and read for a range of purposes. <u>Year 4</u> Retrieve and record information from non-fiction. <u>Writing Focus (3)</u> Newspaper report on the discovery of Tutankhamen's tomb <u>Year 3 Recap</u> Discuss similar writing to understand and learn from its structure and vocabulary. <u>Year 4</u> Discuss and record ideas from different paragraphs.</p> <p><u>Spelling/Grammar Focus</u> (x5 15 mins) Words with /sh/ sound whether the word is spelt /sh/ or /ch/</p>	<p><u>Text</u> Newspaper report <u>Reading Focus (2)</u> <u>Year 3 Recap</u> Asking questions to improve their understanding of a text <u>Year 4</u> Identifying main ideas drawn from more than one paragraph and summarising these <u>Writing Focus (3)</u> Newspaper report on the discovery of Tutankhamen's tomb <u>Year 3 Recap</u> Use coordinating conjunctions (and, but, so, or) <u>Year 4</u> Use subordinating conjunctions (before, after, when)</p> <p><u>Spelling/Grammar Focus</u> (x5 15 mins) Plural version of words ending in 'i'-change for 'ives', irregular plurals e.g. man/men, goose/geese</p>	<p><u>Text</u> Non-fiction/non-chronological report <u>Reading Focus (2)</u> <u>Year 3 Recap</u> Retrieve and record information from non-fiction <u>Year 4</u> Check that the text makes sense, discuss their understanding and explain the meaning of words in context. <u>Writing Focus (3)</u> Newspaper report on the discovery of Tutankhamen's tomb <u>Year 3 Recap</u> Proof-read for spelling and punctuation errors <u>Year 4</u> Organise paragraphs around a theme Proof-read for punctuation errors <u>Spelling/Grammar Focus</u> (x5 15 mins) Prefixes - Super - means 'above' Auto - means 'self' or 'own'</p>



	The grammatical difference between plural and possessive -s						
	Week 1 WC 2 nd Nov	Week 2 WC 9 th Nov	Week 3 WC 16 th Nov	Week 4 WC 23 rd Nov	Week 5 WC 30 th Nov	Week 6 WC 7 th Dec	Week 7 WC 14 th Dec
Autumn Term 2	<p><u>Text</u> The Snow Walker's Son (RS) <u>Reading Focus (2)</u> <u>Year 3 Recap</u> Identify how language, structure and presentation contribute to meaning. Discuss words and phrases that capture the reader's interest and imagination. <u>Year 4</u> Use dictionaries to check the meaning of words that they have read. <u>Writing Focus (3)</u> Setting description <u>Year 3 Recap</u> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <u>Year 4</u> Discuss and record ideas <u>Spelling/Grammar Focus</u> (x5 15 mins) <u>Prefixes</u></p>	<p><u>Text</u> The Snow Walker's Son (RS) <u>Reading Focus (2)</u> <u>Year 3 Recap</u> Read further exception words. <u>Year 4</u> Identifying main ideas drawn from more than one paragraph and summarising these. <u>Writing Focus (3)</u> Setting description <u>Year 3 Recap</u> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. <u>Year 4</u> In narrative create and describe settings. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases <u>Spelling/Grammar Focus</u> (x5 15 mins)</p>	<p><u>Text</u> Ancient Greek myth (Pandora's Box) <u>Reading Focus (2)</u> <u>Year 3 Recap</u> Increase children's familiarity with a range of texts including myths and legends <u>Year 4</u> Explaining the meaning of new words in context <u>Writing Focus (3)</u> Myths and legends <u>Year 3 Recap</u> Discuss similar writing to understand and learn from its structure and vocabulary. <u>Year 4</u> In narrative create and describe characters <u>Spelling/Grammar Focus</u> (x5 15 mins) Common letter strings with silent letters P59 Support for Spelling Silent letters mb, wr, kn</p>	<p><u>Text</u> Ancient Greek myth (Pandora's Box) <u>Reading Focus (2)</u> <u>Year 3 Recap</u> Drawing inferences on character's feelings <u>Year 4</u> Justifying reasons with evidence <u>Writing Focus (3)</u> Myths and legends <u>Writing character description for a myth</u> <u>Year 3 Recap</u> Use expanded noun phrases <u>Year 4</u> Use pronouns to avoid repetition <u>Spelling/Grammar Focus</u> (x5 15 mins) Common letter strings igh, ough, ear P60-62 Support for Spelling Make appropriate choices of pronoun or noun within and across sentences to</p>	<p><u>Text</u> Charlotte's Web (RS) <u>Reading Focus (2)</u> <u>Year 3 Recap</u> Predict what might happen next <u>Year 4</u> Predict what happen next from details stated and implied <u>Writing Focus (3)</u> Myths and legends - retelling myth <u>Year 3 Recap</u> Use direct speech within text <u>Year 4</u> Punctuate speech using inverted commas <u>Spelling/Grammar Focus</u> (x5 15 mins) The Suffix -ed Use inverted commas and other punctuation to indicate direct speech // for example, a comma after the reporting clause; end punctuation within inverted commas;</p>	<p><u>Text</u> Charlotte's Web (RS) <u>Reading Focus (2)</u> <u>Year 3 Recap</u> Draw inferences such as characters' feelings and thoughts <u>Year 4</u> Draw inferences on motives <u>Writing Focus (3)</u> Non-chronological reports <u>Year 3 Recap</u> Discuss similar writing to understand and learn from its structure <u>Year 4</u> Discuss similar writing to understand and learn from its vocabulary. <u>Spelling/Grammar Focus</u> (x5 15 mins) The Suffix The suffix -ly is added to an adjective to form an adverb. The suffix -y making an adjective. Use of paragraphs to organise ideas around a theme</p>	<p><u>Text</u> Charlotte's Web (RS) <u>Reading Focus (2)</u> <u>Year 3 Recap</u> Ask questions to improve their understanding of a text <u>Year 4</u> Identify themes <u>Writing Focus (3)</u> Non-chronological reports <u>Year 3 Recap</u> Organise paragraphs around a theme <u>Year 4</u> In non-narrative material, use simple organisational devices (for example headings and subheadings) <u>Spelling/Grammar Focus</u> (x5 15 mins) Suffixes er and est</p>



	Anti- means 'against' Sub- means 'under'	Words ending with /g/ sound spelt - gue and the /k/ sound spelt -que (French in origin) Noun phrases		aid cohesion and avoid repetition			
--	---	--	--	--------------------------------------	--	--	--