



# Year 4 - Spring Term

	Week 1 WC 4 <sup>th</sup> Jan	Week 2 WC 11 <sup>th</sup> Jan	Week 3 WC 18 <sup>th</sup> Jan	Week 4 WC 25 <sup>th</sup> Jan	Week 5 WC 1 <sup>st</sup> Feb	Week 6 WC 8 <sup>th</sup> Feb
Spring Term 1	<p><u>Text - Poetry</u> Syllabic poems and haikus <u>Reading Focus (2)</u> Poems - Recognise some different forms of poetry Discussing words and phrases that capture the reader's interest and imagination</p> <p><u>Writing Focus (3)</u> Writing Haikus - about water Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p><u>Spelling/Grammar Focus</u> (x5 15 mins) Words with endings sounding like /zhu:/ or /chu:/</p>	<p><u>Text - Why the Whales Came (RS)</u> <u>Reading Focus (2)</u> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p><u>Writing Focus (3)</u> Niagara - biography/description Discuss similar writing to understand and learn from its vocabulary. Discussing and recording ideas.</p> <p><u>Spelling/Grammar Focus</u> (x5 15 mins) Homophones and near homophones</p>	<p><u>Text - Why the Whales Came (RS)</u> <u>Reading Focus (2)</u> Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><u>Writing Focus (3)</u> Niagara - biography/description Indicate possession by using the possessive apostrophe with plural nouns Extending the range of sentences with more than one clause by using a wider range of conjunctions</p> <p><u>Spelling/Grammar Focus</u> (x5 15 mins) Possessive apostrophe with plural words</p>	<p><u>Text - Why the Whales Came (RS)</u> <u>Reading Focus (2)</u> Identifying how language, structure, and presentation contribute to meaning</p> <p><u>Writing Focus (3)</u> Persuasive Writing Tourism leaflets Composing and rehearsing sentences orally. Organising paragraphs around a theme.</p> <p><u>Spelling/Grammar Focus</u> (x5 15 mins) il: Before a root word starting with l, in- becomes il. Ir: Before a root word starting with r, in- becomes ir-</p>	<p><u>Text - Why the Whales Came (RS)</u> <u>Reading Focus (2)</u> Retrieve and record information from non-fiction</p> <p><u>Writing Focus (3)</u> Persuasive Writing Tourism leaflets In non-narrative material, use simple organisational devices [for example, headings and sub-headings] Using fronted adverbials, with commas after them.</p> <p><u>Spelling/Grammar Focus</u> (x5 15 mins) -re, means 'again' or 'back' Sub- means 'under'</p>	<p><u>Text - Why the Whales Came (RS)</u> <u>Reading Focus (2)</u> Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p><u>Writing Focus (3)</u> Persuasive Writing Tourism leaflets Assess the effectiveness of their own and others' writing and suggest improvements</p> <p><u>Spelling/Grammar Focus</u> (x5 15 mins) Words within words: find the words within some given words-why is this helpful? Think of examples.</p>



	Week 1 WC 22 <sup>nd</sup> Feb	Week 2 WC 1 <sup>st</sup> Mar	Week 3 WC 8 <sup>th</sup> Mar	Week 4 WC 15 <sup>th</sup> Mar	Week 5 WC 22 <sup>nd</sup> Mar	Week 6 WC 29 <sup>th</sup> Mar
Spring Term 2	<p>Text - Charlotte's Web (RS) Letters of Protest Reading Focus (2) Asking questions to improve their understanding of a text. Predict what might happen next from details stated and implied.</p> <p>Writing Focus (3) Discuss similar writing to understand and learn from its vocabulary.</p> <p>Spelling/Grammar Focus (x5 15 mins) Words with the -ly suffix.</p>	<p>Text - Charlotte's Web Letters of protest Reading Focus (2) Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Writing Focus (3) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Spelling/Grammar Focus (x5 15 mins) Words with -ous suffix -our changed to or before -ous is added A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /l/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p>	<p>Text - Charlotte's Web Letters of protest Reading Focus (2) Listen to and discuss a range of non-fiction</p> <p>Writing Focus (3) Progressively building an increasing range of sentence structures</p> <p>Spelling/Grammar Focus (x5 15 mins) -ssion, -tion and -cian -tion used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. -cian is used if the root word ends in c or ce.</p>	<p>Text - Charlotte's Web Reading Focus (2) Identify how language, structure and presentation contribute to meaning</p> <p>Writing Focus (3) Explanation text - the Water cycle Discuss similar writing to understand and learn from its vocabulary. Discussing and recording ideas.</p> <p>Spelling/Grammar Focus (x5 15 mins) The suffix -ation: Added to verbs to form nouns.</p>	<p>Text - The Firework Maker's daughter Reading Focus (2) Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Writing Focus (3) Explanation text - the Water cycle In non-narrative material, use simple organisational devices [for example, headings and sub-headings] Organising paragraphs around a theme</p> <p>Spelling/Grammar Focus (x5 15 mins) Words from year 3/4 word list</p>	<p>Text - Firework Maker's daughter Reading Focus (2)</p> <p>Writing Focus (3) Setting: description???</p> <p>Spelling/Grammar Focus (x5 15 mins) Words from year 3/4 word list</p>