



Year 4 - Autumn Term

	Week 1 WC 6 th Sept	Week 2 WC 13 th Sept	Week 3 WC 20 th Sept	Week 4 WC 27 th Sept	Week 5 WC 4 th Oct	Week 6 WC 11 th Oct	Week 7 WC 18 th Oct
Autumn Term 1	Text: <i>Revolt Against the Romans</i> by Tony Bradman				Text: <i>Boudicca Biography</i> (Grammarsaurus exemplar Y4 text)		
	<p>Spelling:</p> <ul style="list-style-type: none"> contractions, words that need an apostrophe ie doesn't Changing verb ending y to ied (past tense) <p>Reading:</p> <ul style="list-style-type: none"> vocabulary Prediction from details from details stated Asking questions to improve their understanding of a text. <p>Writing (analyse examples)</p> <ul style="list-style-type: none"> Assess and recap adding punctuation to a sentence. Revising grammatical terms ie types of words used in a character description Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>Spelling:</p> <ul style="list-style-type: none"> -ly added to an adjective to form an adverb. Added to the end of a root word without a change in spelling (sadly, completely, usually, finally) <p>Y3/ 4 CEW assess and revise</p> <p>Reading:</p> <ul style="list-style-type: none"> vocabulary Discuss words and phrases that capture the reader's interest and imagination. Participate in discussion about both books they read themselves and what is read to them, taking turns and listening to what others say. <p>Writing (gather and plan)</p> <ul style="list-style-type: none"> Gather vocabulary Modifying noun phrases Introduction to fronted adverbials (place along with comma placement) (sentences) Create a class character 	<p>Spelling:</p> <p>-ous</p> <p>Add ous to root word with no change of spelling (poisonous, dangerous, mountainous)</p> <p>No clear root word, teach as needed (tremendous, enormous, jealous)</p> <p>Y3/4 CEW assess and revise</p> <p>Reading:</p> <ul style="list-style-type: none"> Vocabulary Discuss words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these (sequencing? Summarising on a flow chart) <p>Writing: draft and write</p> <ul style="list-style-type: none"> Rehearse orally Create and develop a character - draw, label, begin to craft sentences about character Refer back to model texts to compare own writing Children write a paragraph (double line) 	<p>Spelling:</p> <p>Ous</p> <p>our is changed to -or before adding -ous (humorous, glamorous, vigorous)</p> <p>au/ augh revision</p> <p>Reading:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.</p> <p>Read further exception words.</p> <p>Writing (edit and publish)</p> <ul style="list-style-type: none"> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 	<p>Spelling:</p> <p>Adding ed (looked, stated, lived, treated, destroyed)</p> <p>Reading:</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and text books. Read books that are structured in different ways and read for a range of purposes. Vocabulary <p>Writing:</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Discuss and record ideas 	<p>Spelling:</p> <p>Irregular - fight/fought make/made, mean/meant win/won</p> <p>Reading:</p> <ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read. Check that the text makes sense, discuss their understanding and explain the meaning of words in context. Vocabulary <p>Writing:</p> <ul style="list-style-type: none"> Use conjunctions (when, before, after, while, so, because) adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time and cause Indicate possession by using the possessive apostrophe with plural nouns Compose and rehearse sentences orally (including 	<p>Spelling:</p> <p>taking off y adding ied (married)</p> <p>Y3/4 famous, knowledge, learned,</p> <p>Reading:</p> <ul style="list-style-type: none"> Identifying main ideas drawn from more than one paragraph and summarising these. Asking questions to improve their understanding of a text. Predict what might happen next from details stated and implied. Vocabulary <p>Writing:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences



				<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> conjunction, subordinate clause, pronoun, , adverbial 	<p>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure</p> <ul style="list-style-type: none"> In non-narrative material, use simple organisational devices [for example, headings and sub-headings] conjunction, subordinate clause, pronoun, , adverbial 	<ul style="list-style-type: none"> Progressively check for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear conjunction, subordinate clause, pronoun, , adverbial
--	--	--	--	--	---	--	--