

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	<p><i>CLPE Recovery Curriculum Unit of work based on the book Here We Are by Oliver Jeffers</i></p> <p>Teaching Texts: Fog Hounds</p> <p>Poetry - The Space on the Page Michael Rosen Study</p>	<p>Teaching Texts: Voices in the Park</p> <p>Hello, is this Planet Earth</p>	<p>Teaching Texts: Escape from Pompeii</p> <p>The Story of Buildings</p>	<p>Teaching Texts: Storm</p> <p>Where the Forest meets the Sea</p>	<p>Teaching Texts: <i>Novel / Chapter Book</i> Firework Makers Daughter</p>	<p>Teaching Texts - Novel/Chapter Book: <i>Bill's New Frock</i></p>
<p>Reciprocal Reading Focus Texts:</p> <ul style="list-style-type: none"> - Further reading from Joan Aiken - Playscripts - Non-Fiction - organisation / structure to support reading - Poetry 		<p>Reciprocal Reading Focus Texts:</p> <ul style="list-style-type: none"> - This is War - Playscripts - Non - Fiction - organisation / structure to support reading - Poetry 		<p>Reciprocal Reading Focus Texts:</p> <ul style="list-style-type: none"> - The Goalkeepers Revenge - Spit Nolan - Playscripts - Non-Fiction - organisation / structure to support reading - Poetry 		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Opportunities for Writing</p>	<p>Fog Hounds</p> <ul style="list-style-type: none"> - Newspaper articles -Diary entry - Narrative writing - what happened to key characters? <p>Poetry - The space on the page</p> <ul style="list-style-type: none"> - Investigate poetic devices of personification and repetition 	<p>Voices in the Park</p> <ul style="list-style-type: none"> -Letters -Descriptive writing focused on environments -Diary entry - Writing dialogue for characters <p>Hello, is this planet earth</p> <ul style="list-style-type: none"> -Recount -Autobiography 	<p>Escape from Pompeii</p> <ul style="list-style-type: none"> - Recounts - Setting description - Newspaper articles <p>The Story of Buildings</p> <ul style="list-style-type: none"> - Procedural texts - explanations - Descriptive writing - Non-chronological Reports 	<p>Storm</p> <ul style="list-style-type: none"> - Setting description - Letters - Narrative writing - Ghost Stories <p>Where the Forest Meets the Sea</p> <ul style="list-style-type: none"> - Persuasive Writing - Discursive Argument 	<p>Firework Makers Daughter</p> <ul style="list-style-type: none"> - Setting / event descriptions - Letters between characters / complaint - Narrative writing - journey story 	<p>Bills New Frock</p> <ul style="list-style-type: none"> -Diary entry from contrasting points of view -Discursive argument -letters of persuasion / apology
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Punctuation</p>	<p>Introduction to inverted commas to punctuate direct speech</p> <p>Question marks and exclamation marks</p>	<p>Use and punctuate direct speech.</p>	<p>Commas for grammatical boundaries (i.e. to mark subordinate clauses)</p>	<p>The apostrophe for possession</p>	<p>Its and It's</p>	<p>Review of Y4 punctuation development</p>

Grammar	Word Structure	<p>Review /consolidation</p> <p>formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <ul style="list-style-type: none"> · use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) · word families based on common words 	Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	The grammatical difference between plural and possessive -s	The grammatical difference between plural and possessive -s	The grammatical difference between plural and possessive -s
	Sentence Structure	<p>Use adverbs to modify verbs (e.g. quickly, slowly, rapidly, uncomfortably)</p> <p>Verb, person sentence</p>	<p>Use adverbs and adverbials (prepositional phrases which act as adverbs)</p> <p>Emotion, person sentence</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>2A sentences</p>	<p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>If if if then sentence</p>	<p>Manipulating the position of a subordinate clauses in a sentence</p> <p>Review</p> <p>With a action, more action sentence</p>	<p>Review of sentence structure over the year (including all elements)</p> <p>Text</p>

	Text	Use of paragraphs to organise ideas around a theme	Use of paragraphs to organise ideas around a theme Use the first or third person dependent on the type of writing	Use the first or third person dependent on the type of writing	Recall of verb tenses (past, present, future) and avoiding confusion within text	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Review and consolidation
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