

Year 4		7 Weeks and 2 days			7 weeks			5 weeks and 3 days			6 weeks		6 weeks			6 weeks and 3 days		
		Term 1			Term 2			Term 3			Term 4		Term 5			Term 6		
		Week 2/3	Week 4/5	Week 6/7	Week 1/2	Week 3/4	Week 5/6	Week 1/2	Week 3/4	Week 5/6	Week 1/2	Week 3/4/5	Week 6/1	Week 2/3/4	Week 5/6	Week 1/2	Week 3/4	
Genres Covered (Based on each lasting 2-3 weeks)		Recount – Newspaper report – A recount of the discovery of two Dragon eggs and footage of a Dragon flying over the school	Story settings – write a story – Thinking about describing their surroundings.	Persuasive Letter – Write a persuasive letter about not building a car park on the school field. The impact of pollution etc. link to Science	Non-chronological report – All about Rome	Traditional Tales Myths (quest)	Vocabulary building – (read, write and perform free verse)	Explanation text – Explain how a new invention works	Recount – Autobiography	A story/stories with a theme	Structure – Haiku	A story/stories with a theme – Hear a sound which transports the characters to a new destination	Structure – narrative poetry	Letter – consider sides of an argument and decide on a course of action –	Write and performing a play – based on a familiar story	Traditional Tales Myths	Take one poet-Rap or Kyrielles.	
Texts currently being used		<i>Stolen cash found by heroic girls!</i>	<i>Setting paragraph written by teacher</i>	Building a skate park	<i>Non chronological report on Ancient Egyptians.</i>	<i>Egyptian traditional tales. (First version of Cinderella).</i>	<i>The Magic Box</i>	<i>How to fly a hot air balloon</i>	Tim Peake/Usain Bolt	<i>Finn and the Forest of Kindness (environment/ CST link)</i>	<i>Haiku</i>	<i>The Magic door (an object sends characters to fantasy location).</i>	The adventures of Isobel	CAFOD link	The Lion, the Witch and the Wardrobe	Romulus and Remus	Michael Rosen Rap.	
Composition	Plan their writing by	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 																
	Draft and write by	<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 																
	Evaluate and edit by	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read 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. 																
terminology		Determiner, pronoun, possessive, adverbial, adjectives, verbs, nouns, expanded noun phrase, compound sentence, conjunctions,																
WOP	Vocabulary	I can use 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. I can use a variety of verbs and adjectives to achieve impact.	I can use 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		I can indicate degrees of possibility using adverbs, surely, perhaps	I can use a sentence of 3 for description- He wore a red cloak, shiny shoes and a tall hat.	I can use powerful verbs.	I can use subject specific vocabulary.	I can make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	I can use a sentence of 3 for description- He wore a red cloak, shiny shoes and a tall hat.	I can use a variety of verbs and adjectives to achieve impact.	I can make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	I can use figurative devices such as similes and hyperbole.	I can use past and present tense accurately using continuous and perfect verb forms.	I can use adverbs to describe character directions. I can use standard English.		I can use alliteration	
	Conjunctions			I can write compound sentences using a wider variety of conjunctions, however, whilst, whenever, therefore, although. Rather than	I can use conjunctions to link ideas, contrast or connect in time: However, besides, even though, another thing, despite.		I can use coordinating conjunctions to extend our sentences.	I can link and relate events including past, present, future sensibly using afterwards, before, also, after a while, eventually, therefore						I can use conjunctions to add cohesion to my writing.		I can link ideas across paragraphs using adverbial of time, later, place, nearby, and number		
	Openers		I can use fronted adverbials for affect	I can use fronted adverbials to show cohesion between paragraphs.			I can add detail to my openers through adverbs e.g. shining brightly.	I can use generalising words as fronted adverbials.		I can use fronted adverbials for affect.			I can add detail to my openers through adverbs e.g. shining brightly					
	Punctuation		I can use a comma after a fronted adverbial		I can use paragraphs to organise ideas around a theme	I can use of inverted commas and other punctuation to indicate direct speech, e.g., a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"				I can use of inverted commas and other punctuation to indicate direct speech, e.g., a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"					I can use apostrophes for contractions and possession.		Can mostly accurately use apostrophes for singular and plural possession with increasing confidence. I can use inverted commas to represent dialogue.	