

Year Four

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Handwriting	Use the diagonal and horizontal strokes that are used to join letters.		Down strokes of letters are parallel and equidistance.		Increase the legibility, consistency and quality of handwriting.	
	Understand which letters, when adjacent to one another, are best left un-joined (b, p, s, x).		Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.			
All pupils to be using ink pen at the start of the year. Use handwriting interventions to support targeted pupils with legibility, consistency and quality.						
Phonics and Spelling	Use the first two or three letters of a word to check its spelling in a dictionary.	Learn to spelling words with common letter strings (e.g. -ai, -ie, -ey, -eigh).	Spell words with additional prefixes and suffixes and understand how to add them to root words (e.g. -ation, -ous, -ion, -ian).	Investigate, collect and classify spelling patterns related to plurals (e.g. words ending in: -s, -sh, -ch, -x or -z etc you add -es / words ending in -f, you add -ves etc). Use plural 's' and possessive 's' correctly (e.g. the girls were playing football. The girls' football boots. The girl's football boots).	Distinguish between spelling and meaning of homophones. Recognise and spell additional homophones (e.g. accept/except; whose/ who's; weather/whether; peace/piece; meddle/medal).	Spell identified words from the Year 3&4 word list.

	Write from memory simple sentences dictated by the teacher, that include taught words and punctuation taught so far.					
Punctuation	All sentences are correctly demarcated.	Introduce the use of punctuation in direct speech, including a comma after the reporting clause (e.g. The conductor shouted, "Sit down!").	Revise the use of apostrophes for omissions (e.g. can't, don't, shan't). Use the apostrophe for singular and plural possession (women's rights, boys' cloakroom).	Secure the use of punctuation in direct speech, including a comma after the reporting clause and punctuation before the closing inverted comma.	Almost always use commas for fronted adverbials.	Revise key concepts.
Grammar	Identify the main and subordinate clause in a sentence. Use a range of sentence with more than one clause, through the use of conjunctions (e.g. 'We put our umbrellas up when it rained.' becomes 'When it rained, we put our umbrellas up.')	Use the present perfect form of verbs in contrast to the past tense (e.g. I have been shopping. I shopped.) Use standard English for verb inflections, instead of spoken form (e.g. we were instead of we was/I did instead of I done). Use a wider range of conjunctions	Use appropriate noun or pronouns within and across sentences to support cohesion and avoid repetition. Use fronted adverbials of place, time and manner including the use of a comma (e.g. Later that day, I went shopping.) Open sentences in different ways to create effect.	Use expanded noun phrases with modifying adjectives (e.g. I ate a <u>vegetarian burger</u> at the restaurant. The <u>impoverished king</u> sat alone in the ruins of his castle.). Understand the grammatical difference between plural and possessive 's'.	Confidently use adverbs and propositions to express time, place and cause. Build cohesion within paragraphs through controlled use of tenses, subordinating conjunctions (although, because, while, as) and coordinating conjunctions (and, but, or).	Know the terminology: determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, main clause, subordinate clause, subordinate, subordinating conjunction, coordinating conjunction, adverbs, prepositions and present perfect tense.

		such as: although, however, despite, as well as).				
	Make improvements to writing by proposing changes to the grammar and vocabulary to improve consistency (e.g. noticing where they have missed a comma after a front adverbial; realise a spelling is incorrect etc.).					
Composition	Write from memory simple dictated sentences that include words and punctuation taught. Narrative writing is organised into clear sequences with more than the basic beginning, middle and end.	Write a narrative with a clear structure, setting, characters and plot. Include key vocabulary and grammar choices that link to the style of writing (e.g. scientific words, historical words, words that fit with the context). Use of paragraphs to organise ideas around a theme.	Open paragraphs with topic sentences and organise them around a theme (e.g. Boxing up method; five part story volcano; chunking writing into paragraphs). Endings are developed and close the narrative appropriately.			
Genre	<ul style="list-style-type: none"> • Anglo-Saxon Poetry • Playscripts • Norse Myths • Non-Chronological Reports 	<ul style="list-style-type: none"> • Diaries • Leaflets • Explanations • Narrative Poetry 	<ul style="list-style-type: none"> • Free-Verse Poetry • Instructions • Stories From Other Cultures 			
Whole Text Structure	<ul style="list-style-type: none"> • With some independence, organise paragraphs around a theme. • Create settings, characters and plot when writing stories, sometimes innovating with own ideas. • Independently include headings and sub-headings in non-narrative writing. • Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity. • Independently use fronted adverbials to open some sentences. • Choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition. • Maintain correct tense to achieve cohesion, sometimes managing change of tense when required. • Know and use some features of the chosen genre. • Write poems in different forms e.g. haiku / list / free verse / narrative poetry. 					
Authorial Effect	<p>A Year Four writer will communicate coherently and effectively with the reader by:</p> <ul style="list-style-type: none"> • knowing the purpose of the writing and who the audience will be; • reading and discussing similar texts to consider the effect on the reader; 					

	<ul style="list-style-type: none"> • orally rehearsing dialogue for effect; what does it tell the reader? • using vocabulary to create mood and atmosphere e.g. of settings or feelings; • using new and less familiar vocabulary to add further detail and interest; • experimenting with words and their placement, including in poetry, discussing the effect of making changes; • experiencing and discussing formality within texts, and how it contrasts with informality; • assessing the effectiveness of their own and others' writing, and suggesting or making improvements. 		
Stimuli	<u>Invasion (History)</u> <u>Linked text:</u> The Saga Of Erik The Viking	<u>Misty Mountain, Winding River (Geography)</u> <u>Linked text:</u> King Of The Cloud Forests	<u>Ancient Civilisations (History)</u> <u>Linked text:</u> The Secrets Of The Sun King
Vocabulary	<ul style="list-style-type: none"> • pronoun • possessive pronoun • plurals • possessive apostrophe • inverted commas • fronted adverbial • determiners • conjunctions 		