

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Challenge Question	Why should we care about the rainforest? (Geography)	Who were the Greeks and what have we learnt from them? (History)	Where would you choose to build a city? (Geography)	Who were the Romans and why were they so powerful? (History)	Were the Anglo- Saxons really smashing? (History)	What would you see on an African adventure? (Geography)
Text/Book/Poem	The Kapok Tree	Theseus and the Minotaur	The Journey Home	Escape from Pompeii Variety of newspaper models/video reports	Beowulf - Osbourne Children's Classics	The village that vanished.
Genres	Poetry	Diary entries	Explanation	Newspaper	Letters Persuasive Writing	5 part Narrative
	Non-chronological report	Narrative	Persuasive letter	Diary	Poetry(language)	Poetry(performing)
Class Read	Planet Omar	Mark of the Cyclops (an Ancient Greek Mystery) Usborne Book of Greek Myths	Diary of a Killer Cat by Anne Fine	Gladiator Boy- A Hero's Quest by David Grimstone	Anthology of Children's Poems Horrible Histories -the Smashing Saxons	Gregory Cool (Young boy getting used to living in a new culture – it's hot and the animals are different. There are no gadgets, no TV etc even the clothes are different)
Reading Skills	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further
	I can attempt pronunciation of unfamiliar words drawing on prior	I know which books to select for specific purposes, especially in relation to science,	I can read further exception words, noting the unusual correspondences between spelling and	I can read further exception words, noting the unusual correspondences between spelling and	I can attempt pronunciation of unfamiliar words drawing on prior	exception words, noting the unusual correspondences between spelling and



	knowledge of similar	history and geography	sound, and where these	sound, and where these	knowledge of similar	sound, and where these
	looking words	learning	occur in the word	occur in the word	looking words	occur in the word
	looning wor do	iour ning			I know which books to	
	I know which books to	I can use dictionaries	I can use dictionaries	I know which books to	select for specific	I can attempt
	select for specific	to check the meaning	to check the meaning	select for specific	purposes, especially in	pronunciation of
	purposes, especially in	of unfamiliar words	of unfamiliar words	purposes, especially in	relation to science,	unfamiliar words
	relation to science,			relation to science,	history and geography	drawing on prior
	history and geography	I can read books that	I can identify themes	history and geography	learning	knowledge of similar
	learning	are structured in	and conventions in a	learning	_	looking words
	-	different ways.	wide range of books.	_	I can use dictionaries	
	I can use dictionaries		-	I can use dictionaries	to check the meaning	I know which books to
	to check the meaning	I can increase my	I can discuss my	to check the meaning	of unfamiliar words	select for specific
	of unfamiliar words	familiarity with a wide	understanding of a text	of unfamiliar words		purposes, especially in
		range of books,	and ask questions to		I can increase my	relation to science,
	I can prepare poems to	including myths and	improve it.	I can discuss my	familiarity with a wide	history and geography
	read aloud and to	legends.		understanding of a text	range of books,	learning
	perform, showing		I can draw inferences	and ask questions to	including myths and	
	understanding through	I can identify themes	and predict what might	improve it.	legends.	I can use dictionaries
	intonation, tone,	and conventions in a	happen.			to check the meaning
	volume and action.	wide range of books.		I can draw inferences	I can identify themes	of unfamiliar words
			I can build on	and predict what might	and conventions in a	
	I can recognise	I can draw inferences	others' ideas and	happen.	wide range of books.	I can identify themes
	different forms of	and predict what might	opinions about a			and conventions in a
	poetry.	happen.	text in discussion.		I can draw inferences	wide range of books.
					and predict what might	
	I can discuss my	I can discuss words and			happen.	I can draw inferences
	understanding of a text	phrases that capture				and predict what might
	and ask questions to	the reader's interest			I can discuss words	happen.
	improve it.	and imagination.			and phrases that	
					capture the	I can discuss words and
	I can draw inferences				reader's interest	phrases that capture
	and predict what might				and imagination.	the reader's interest
	happen.					and imagination.
Writing Composition	I can discuss models of					
	writing, noting its					
	structure, grammatical					
	features and use of					
	vocabulary.	vocabulary.	vocabulary.	vocabulary.	vocabulary.	vocabulary.



I can discuss and record ideas.	I can discuss and record ideas.	I can discuss and record ideas.	I can discuss and record ideas.	I can discuss and record ideas.	I can discuss and record ideas.
I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.	I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.	I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.	I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.	I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.	I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.
I can organise paragraphs around a theme. I can write non- narrative using simple organisational devices such as headings and sub-headings. I can assess the effectiveness of their own and others' writing and suggesting improvements. I propose changes to grammar and vocabulary to improve consistency, including the accurate use of	I can write a narrative with a clear structure, setting, characters and plot. I can assess the effectiveness of their own and others' writing and suggesting improvements. I propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. I can proof read for spelling and punctuation	I can organise paragraphs around a theme. I can write non- narrative using simple organisational devices such as headings and sub-headings. I can assess the effectiveness of their own and others' writing and suggesting improvements. I propose changes to grammar and vocabulary to improve consistency, including	I can organise paragraphs around a theme. I can write non- narrative using simple organisational devices such as headings and sub-headings. I can assess the effectiveness of their own and others' writing and suggesting improvements. I propose changes to grammar and vocabulary to improve consistency, including	I can organise paragraphs around a theme. I can write non- narrative using simple organisational devices such as headings and sub-headings. I can assess the effectiveness of their own and others' writing and suggesting improvements. I propose changes to grammar and vocabulary to improve consistency, including	I can write a narrative with a clear structure, setting, characters and plot. I can assess the effectiveness of their own and others' writing and suggesting improvements. I propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. I can proof read for spelling and punctuation
I can proof read for spelling and punctuation errors.	errors. I can think about the standard forms of verbs. (we were/we was)	the accurate use of pronouns in sentences. I can proof read for spelling and punctuation errors.	the accurate use of pronouns in sentences. I can proof read for spelling and punctuation errors.	the accurate use of pronouns in sentences. I can proof read for spelling and punctuation errors.	errors. I can read my writing aloud to a group or whole class, using appropriate intonation and controlling tone



	I can read my writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that meaning is clear. I can think about the standard forms of verbs. (we were/we was)	I understand the difference between plural and possessive – s.	I can think about the standard forms of verbs. (we were/we was) I understand the difference between plural and possessive - s.	I can think about the standard forms of verbs. (we were/we was) I understand the difference between plural and possessive - s.	I can read my writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that meaning is clear. I can think about the standard forms of verbs. (we were/we was)	and volume so that meaning is clear. I can think about the standard forms of verbs. (we were/we was) I understand the difference between plural and possessive - s.
Sentence Structure	I can use fronted adverbials I use a range of sentences which have more than one clause	I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases I can use fronted adverbials I use a range of sentences which have more than one clause	I can use fronted adverbials I use a range of sentences which have more than one clause	I can use fronted adverbials I use a range of sentences which have more than one clause	I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases I can use fronted adverbials I use a range of sentences which have more than one clause	I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases I can use fronted adverbials I use a range of sentences which have more than one clause
Text Structure	I can write in paragraphs. I make an appropriate choice of pronoun and noun within and across sentences.	I can write in paragraphs. I make an appropriate choice of pronoun and noun within and across sentences.	I can write in paragraphs. I make an appropriate choice of pronoun and noun within and across sentences.	I can write in paragraphs. I make an appropriate choice of pronoun and noun within and across sentences.	I can write in paragraphs. I make an appropriate choice of pronoun and noun within and across sentences.	I can write in paragraphs. I make an appropriate choice of pronoun and noun within and across sentences.



	I can begin to open paragraphs with topic sentences.		I can begin to open paragraphs with topic sentences.	I can begin to open paragraphs with topic sentences.		
Punctuation	I use commas after fronted adverbials.	I can use inverted commas and other punctuation to indicate direct speech. I can use apostrophes to mark plural possession.	I can use apostrophes to mark plural possession. I use commas after fronted adverbials.	I can use apostrophes to mark plural possession. I use commas after fronted adverbials.	I can use apostrophes to mark plural possession. I use commas after fronted adverbials.	I can use inverted commas and other punctuation to indicate direct speech. I can use apostrophes to mark plural possession.
		I use commas after fronted adverbials.				I use commas after fronted adverbials.

Spelling	Pupils should be taught to:
*Taught throughout	- Spell further homophones
the year including	- Spell words that are often misspelt (Year 3 and 4 word list)
RWI Spelling*	- Use further prefixes and suffixes and understand how to add them for example - ation, ous, ion, ian
	- Use the first 2 or 3 letters of a word to check its spelling in a dictionary
	- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	- Spell correctly word families based on common words, for example - solve, solution, solver
	- Identify the root in longer words
Handwriting	- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left
*Taught additionally	unjoined.
but expected to be	- Increase the legibility, consistency and quality of their handwriting
applied during	
lessons*	