

1. AUT 1: What's Inside? (6 week block) –		2. AUT 2: What's Inside? (6 week block)–		3. SPRI 1: What's the matter? (6 week block) –	
Key texts: A Bad God's Guide to Being Good Assessment- Summative x3 pieces; STAR Reading baseline		Key texts: Beowulf / How to Train your Dragon / <i>The Hobbit</i> / <i>Lord of the Rings</i> extracts Assessment: Summative x2 pieces / STAR Reading / NFER Reading Autumn test		Key texts: Harry Potter and the Philosopher's Stone by JK Rowling Assessment- Formative assessment for reading and SPaG + Persuasive letter (job application)	
Writing Skills: Opening Doors Animiles – The Hippocrump Performance poetry building on mythological creatures from Y3 GDS focus: <i>Correct use of formal style to suit audience and purpose, with allowances for informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing</i> <i>Write effectively for a range of purposes and audiences – creating both humour and fear</i> <i>Higher level punctuation used independently and chosen for a specific purpose – e.g., commas and semi-colons to separate clauses in a poem</i>		Writing skills: Opening Doors The nymph and the goblin (poetry linked to Norse mythology) Contrasting character poem GDS Focus: <i>Correct use of formal style to suit audience and purpose, with allowances for informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing - modelling effective character contrast through speech and tone</i> <i>Write effectively for a range of purposes and audiences – choose vocabulary and grammar that reflects what the writing requires</i> <i>Higher level punctuation used independently and chosen for a specific purpose – e.g., commas and semi-colons to separate clauses and openers in a poem</i>		Writing skills: 1. Persuasion – Use of AFOREST techniques to write a job application for Hogwarts Short writes – Book review of Demon Dentist Wizard cards – based on Top Trumps - Leaflet – plastics in the ocean GDS Focus: <i>Correct use of formal style to suit audience and purpose, with allowances for informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing</i> <i>Write effectively for a range of purposes and audiences – choose vocabulary and grammar that reflects what the writing requires</i> Independently using paragraphs accurately including clear links. Independently using relative clauses using commas accurately.	
Reading Skills: Key text + LTE The Wall / La Luna Vocabulary: Curiosity, fathomless, tremulous, turbidly, opaque Discovery, nausea, pinwheeled, assigned, unison, voyage, craftsmanship Fluency and shared reading – text marking and annotating Reading domains and questioning: 2a – vocabulary: explain the meaning of words in context and teach key strategies to do this 2b – retrieval: skim and scan to find information from a range of texts and teach key strategies to do this 2d – inference: I can infer information from a text and justify my answers Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow whole class practise time for reading aloud, focusing on fluency and expression Prepare and present performance poetry	SPAG Skills: - Revision of Y3 skills Dictionary/thesaurus skills - synonyms Homophones Word classes – revision Prepositions Rhyming words Prefix in- meaning 'not' expanded noun phrases Adverbial openers Prefixes il-, im-, ir Spelling: Y3/4 statutory words + Spelling Shed / No Nonsense spelling AUT 1 Spelling strategies Root words Synonyms Proofreading Words ending 'sure' Homophones Challenge words Rules: i before e except after c (some exceptions)	Reading Skills: Key texts + LTE Little Blue, Little Yellow/ Sea Saw Vocabulary: Revered, precious, culprit, suspected, confessed, famished, deception souvenir, overlooked, provincial, Fluency and shared reading – text marking and annotating Reading domains and questioning: 2a – vocabulary: explain the meaning of words in context and teach key strategies to do this 2b – retrieval: skim and scan to find information from a range of texts and teach key strategies to do this 2d – inference: I can infer information from a text and justify my answers Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow whole class practise time for reading aloud, focusing on fluency, pace and expression Prepare and present poetry fluently and with an awareness of audience	SPAG Skills: -Revision of sentence types: question, command, exclamation, statement. -Commas in a list (colon HA) -Focus on imperative verbs -Adverbs time, manner, place -Inverted commas and linked punctuation (Direct and reported speech) <i>new speaker new line for HA</i> -Rhyming words Spelling: Y3/4 statutory words + Spelling Shed / No Nonsense spelling AUT 2 Prefixes 'in-', 'il-', 'im-' and 'ir-' Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') Prefixes Suffixes Rules: when –ing comes to stay e goes away -ed suffix for past tense regular verbs	Reading Skills: Revision of 2a and 2b skills 2d – infer from information in a text giving reasons to justify 2h – compare and contrast linked to modern day and Viking times -Revision of 2b skills -Revision of 2a skills -Revision of 2d skills -Prim Ed 2h skills – teacher modelled -Prim Ed Skills 2h – independent / paired -Introduce 2c prediction skills as appropriate Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression Prepare and present their recount fluently and with an awareness of audience, introducing drama aspects appropriate	SPAG Skills: Alliteration Rhetorical questions Adjectives: expanded noun phrases Determiners Comparatives and superlatives Word families Spelling: Y3/4 statutory words + Spelling Shed / No Nonsense spelling SPR 1 The /g/ sound spelt 'gu' Words with endings '-ture' Possessive apostrophe with plurals Homophones Rules: Change the y to an i Short vowel sound, double the consonant Long vowel sound + magic 'e'
4. SPRI 2: What's the matter? (6 week block) –		5. SUM1: What's around the corner? (6 weeks) -		6. SUM2: What's around the corner? (6 weeks) –	
Key texts: Harry Potter and the Philosopher's Stone by JK Rowling Assessment: Summative assessment for SPaG and reading + Descriptive narrative writing and Newspaper report		Key texts: Matilda by Roald Dahl Assessment: Formative assessment for reading and SPaG + non- chronological report and play script. Non-Chronological report linked to class novel Play scripts		Key texts: Treasure Island Assessment: Summative assessment for reading and SPAG + diary and film review	

<p>Writing Skills:</p> <p>1. Descriptive narrative writing – using the structure of beginning, build-up, problem, resolution, ending with linking of paragraphs. Interview techniques.</p> <p>2. Newspaper report - The Battle of Hastings – 5W’s, headline, quotes. Written consistently in the past tense, retelling main events with a conclusion.</p> <p><u>Short writes:</u> Argument for and against building castles in certain areas. Evaluation of castle.</p> <p>GDS Focus: <i>Correct use of formal style to suit audience and purpose, with allowances for informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing</i> <i>Write effectively for a range of purposes and audiences – choose vocabulary and grammar that reflects what the writing requires</i></p>		<p>Writing Skills:</p> <p>1. School report written in paragraphs in a logical order in a formal style. Contain information including special features with presentation making information easy to locate.</p> <p>2. Play-scripts – Change a story narrative into a play script, including stage directions with a focus on adverbs, setting the scene, stage directions, script layout structure</p> <p><u>Short writes:</u> Poetry based on Sound collector Comparison of film and book</p> <p>GDS Focus: <i>Correct use of formal style to suit audience and purpose, with allowances for informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing</i> <i>Write effectively for a range of purposes and audiences – choose vocabulary and grammar that reflects what the writing requires</i> Convey a character effectively through drama, speaking, clearly, confidently and fluently</p>		<p>Writing Skills:</p> <p>1. Diary – linked to class novel, describing events and feelings, written in the past tense using a range of punctuation</p> <p>2. Film review – Review of Treasure Planet (inspired by Treasure Island) summarising the story, giving personal opinions with reasons to justify. Present tense</p> <p><u>Short writes:</u> Could be linked with keeping safe with and understanding the dangers of electricity. Calligram linked with topic</p> <p>GDS Focus: <i>Correct use of formal style to suit audience and purpose, with allowances for informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing</i> <i>Write effectively for a range of purposes and audiences – choose vocabulary and grammar that reflects what the writing requires</i> Convey a character effectively through drama, speaking, clearly, confidently and fluently</p>	
<p>Reading Skills: Revision of 2a, 2b and 2d skills</p> <p>-Combination of domains using teacher modelling and paired work -Combination of domains using independent skills as appropriate -topic and class novel based approach to combination of domains -Prim Ed Skills 2c – teacher modelled -Prim Ed Skills 2c – independent / paired</p> <p>Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts</p> <p>Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression</p> <p>Prepare and read their character description fluently and with an awareness of audience, introducing drama aspects appropriate</p>	<p>SPAG Skills: Prepositional phrases Subordinating conjunctions Main and subordinate clauses with simple relative clauses Paragraphs (linked) Pronouns Open and closed questions Revision of inverted commas (direct and reported speech) Tenses</p> <p>Spelling: Y3/4 statutory words + Spelling Shed / No Nonsense spelling SPR 2</p> <p>Proofreading Prefixes ‘anti-’ and ‘inter-’</p> <p>Endings that sound like /jən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’</p> <p>Rules: F to ves (e.g., loaf to loaves) Soft c or g/ hard c or g sound Y making i sound (e.g., hymn, lyric)</p>	<p>Reading Skills: Revision of 2a, 2b and 2d skills</p> <p>-Introduction to: Fact or opinion? -Fact or opinion? Independent / paired -Combination of domains using teacher modelling and paired work -Combination of domains using independent skills as appropriate -topic and class novel based approach to combination of domains</p> <p>Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts</p> <p>Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression</p> <p>Prepare and take part in a class debate / present poetry</p>	<p>SPAG Skills: Antonyms Parenthesis Colons Modal verbs Revision of adverbs</p> <p>Spelling: Y3/4 statutory words + Spelling Shed / No Nonsense spelling SUM 1</p> <p>Words with the /s/ sound spelt ‘sc’ Endings that sound like /ʒən/ spelt ‘sion’ Homophones Statutory words</p> <p>Rules: Hear the root word +able No root word +ible (some exceptions) Suffix –tion, -sion (de/se root words) and –cian (person)</p>	<p>Reading Skills: Revision of all reading domains taught (6 weeks)</p> <p>Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts</p> <p>Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression</p> <p>Prepare and read their character description fluently and with an awareness of audience, introducing drama aspects appropriate</p>	<p>SPAG Skills: Revision of grammar skills that have found to be weaker. Personal pronouns Tenses including irregular verb forms Personal pronouns Simple hyphenated words (linked to topic)</p> <p>Spelling: Y3/4 statutory words + Spelling Shed / No Nonsense spelling SUM 2</p> <p>Suffix ‘-ous’ Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’ Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’</p> <p>Rules: Suffix –ence / -ance / -ent / -ant Suffix –ous Common letter strings e.g., igh, ough</p>