Year 4						
Term						
Autumn 1	Driver Text: Escape from Pompeii b	Driver Text: Escape from Pompeii by Christina Balit				
	Fiction	Non Fiction	Poetry			
ESCAPE FROM During Bala	Writing Focus Diary entry- describing the escape from Pompeii. *Rising Stars Vocabulary Activity- Page 54- Can we talk about how others are feeling?*	Writing Focus   Newspaper report- reporting the tragedy of   Pompeii.   *Rising Stars Vocabulary Activity- Page 38-   How can we talk about speed?*	Writing Focus   Pompeii- Unknown   To write a three-stanza poem about   the rumbling, eruption and aftermath.   *Rising Stars Vocabulary Activity-   Page 48- Can we find out where words   originate from?*			
Vocabulary, grammar and punctuation for Year 4	The grammatical difference between plural arStandard English forms for verb inflections insSentenceNoun phrases expanded by the addition of mostrict maths teacher with curly hair)Fronted adverbials (e.g. Later that day, I hearTextUse of paragraphs to organise ideas around aAppropriate choice of pronoun or noun with anPunctuation	stead of local spoken forms (e.g. we were instea odifying adjectives, nouns and preposition phras d bad news) a theme nd across sentences to aid cohesion and avoid on to indicate direct speech (e.g. a comma after ed, 'Sit down!'	ses (e.g. the teacher expanded to – the repetition			

Reading Comprehension		0		
<u>Focus</u>		Content		
	<b>2</b> a	give / explain the meaning of words i		
	2b	retrieve and record information / ide		
	2c	summarise main ideas from more that	an one paragraph	
	2d	make inferences from the text / explain	ain and justify inferences with evidence from the	text
	<b>2</b> e	predict what might happen from deta	ails stated and implied	
	2f	identify / explain how information / r meaning as a whole		
	2g	identify / explain how meaning is enh	nanced through choice of words and phrases	
	2h	make comparisons within the text		
Autumn 2	Driver	Text: The Firework Maker's D	aughter by Philip Pullman	
PHILIP PULL MAN The Firework Mater's Daughters Star and Report	journey. *Rising S Can we fiction?*		Non Fiction <u>Writing Focus</u> Explanation – How do Things happen e.g. How do earthquakes happen? How is igneous rock formed? *Rising Stars Vocabulary Activity- Page 42- Can we use prefixes to change meaning- 'il, 'im, and 'in'?*	Writing Focus   On Bonfire Night- Holly James   To use onomatopoeic words within a repetitive poem.   *Rising Stars Vocabulary Activity-Page 44- Can we analyse how the poet uses vocabulary?*
Vocabulary, grammar and punctuation for Year 4	Word   The grammatical difference between plural and possessive 's'   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) <u>Sentence</u> 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)   Fronted adverbials (e.g. Later that day, I heard bad news)			

Reading Comprehension	Text   Use of paragraphs to organise ideas around a theme   Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition   Punctuation   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!'   Apostrophes to mark plural possession (e.g. The girl's name, the girls' name)   Use of commas after fronted adverbials			
Focus			domain reference	
	2a	give / explain the meaning of words i	in context	
	2b	retrieve and record information / ide	ntify key details from fiction and non-fiction	
	2c	summarise main ideas from more that	an one paragraph	
	2d	make inferences from the text / explain	ain and justify inferences with evidence from the	etext
	2e	predict what might happen from details stated and implied		
	2f	identify / explain how information / r meaning as a whole	narrative content is related and contributes to	
	2g	identify / explain how meaning is ent	nanced through choice of words and phrases	
	2h	make comparisons within the text		
Spring 1	Driver	Text: The Whale by Vita Murro	- · · · · · · · · · · · · · · · · · · ·	
	Fictio	n	Non-Fiction	Poetry
exercised and the second secon	Writing Focus Narrative- creating a setting using descriptive language and imagery. Children to tell the story by using rich language to describe settings and events within the images. *Rising Stars Vocabulary Activity- Page 56- Can we describe an intelligent predator?*		Writing Focus Information text- Whales, conservation and hunting	Writing Focus Haiku poetry The Last Whale- Ron Wilson *Rising Stars Vocabulary Activity- Page 52- Can we make words and idioms?*

<u>Vocabulary, grammar and</u> <u>punctuation for Year 4</u>	Standard Sentenc Noun phi strict mat Fronted a <u>Text</u> Use of pa Appropria <u>Punctua</u> Use of in within inv Apostrop	e rases expanded by the addition of ths teacher with curly hair) adverbials (e.g. Later that day, I he aragraphs to organise ideas aroun ate choice of pronoun or noun with tion	instead of local spoken forms (e.g modifying adjectives, nouns and eard bad news) ad a theme in and across sentences to aid coh ation to indicate direct speech (e.g outed, 'Sit down!'	preposition phrases nesion and avoid rep g. a comma after the	of we was, or I did instead of I done) s (e.g. the teacher expanded to – the petition e reporting clause, end punctuation
Reading Comprehension Focus			ent domain reference		
	<b>2</b> a	give / explain the meaning of wo	rds in context		
	2b	retrieve and record information	/ identify key details from fiction ar	nd non-fiction	
	<b>2</b> c	summarise main ideas from more	e than one paragraph		
	2d	make inferences from the text /	explain and justify inferences with	evidence from the te	ext
	<b>2</b> e	predict what might happen from	details stated and implied		
	2f	identify / explain how information meaning as a whole	on / narrative content is related and	d contributes to	
	2g	identify / explain how meaning is	s enhanced through choice of word	ls and phrases	
	2h	make comparisons within the tex	ĸt		
	Driver	Text: Thor and Loki in the	Land of the Giants: A Nors	se Myth	
	Fiction		Non-Fiction		Poetry

Spring 2	Writing Focus Create a story in the style of a myth using the creatures from Norse myths and legends.	Writing Focus Instructions- How to look after a mythical creature e.g. a troll, a dragon *Rising Stars Vocabulary Activity- Page 60- Can we explore the origin of words?*	Writing Focus The Godless- Unknown Children to tell the tale of Thor and Loki in the style of a free verse poem.
Vocabulary, grammar and	Word		
punctuation for Year 4	The grammatical difference between plural and Standard English forms for verb inflections inst <u>Sentence</u> Noun phrases expanded by the addition of mod strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard <u>Text</u> Use of paragraphs to organise ideas around a Appropriate choice of pronoun or noun with and <u>Punctuation</u> Use of inverted commas and other punctuation within inverted commas: The conductor shoute Apostrophes to mark plural possession (e.g. Th Use of commas after fronted adverbials	ead of local spoken forms (e.g. we were instea difying adjectives, nouns and preposition phras bad news) theme d across sentences to aid cohesion and avoid i to indicate direct speech (e.g. a comma after t d, 'Sit down!'	es (e.g. the teacher expanded to – the repetition

Reading Comprehension					
Focus		Content	domain reference		
	<b>2</b> a	give / explain the meaning of words			
	2b	retrieve and record information / ide			
	2c	summarise main ideas from more th	an one paragraph		
	2d	make inferences from the text / exp	lain and justify inferences with evidence from	the text	
	2e	predict what might happen from det	tails stated and implied		
	2f	identify / explain how information / meaning as a whole			
	2g	identify / explain how meaning is en	identify / explain how meaning is enhanced through choice of words and phrases		
	2h	make comparisons within the text			
Summer 1	Driver	Text: The Journey – Frances	ca Sanna		
		· · · · · · · · · · · · · · · · · · ·			
The Journey	Fiction		Non-Fiction	Poetry	
	Writing I		Writing Focus	Writing Focus	
	To write a	a narrative about a refugee	Letter writing- writing formal letters of complaint	Veruca Salt Poem	
word are years			complaint	To form a poem about the descent of Veruca Salt going down the shoot.	
				*Rising Stars Vocabulary Activity-	
				Page 66- Can we explore synonyms poetry?*	
Vocabulary, grammar and	Word				
punctuation for Year 4		nmatical difference between plural an		tead 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 do Sentence				
			odifying adjectives, nouns and preposition ph	rases (e.g. the teacher expanded to – the	
		ths teacher with curly hair) adverbials (e.g. Later that day, I heard	d bad news)		
	Text				
	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition				
	Ann		d coroso contonoso to sid cohesion su district	id repetition	

	Punctuation   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!'   Apostrophes to mark plural possession (e.g. The girl's name, the girls' name)   Use of commas after fronted adverbials				
Reading Comprehension Focus			Content	domain reference	
		<b>2</b> a	give / explain the meaning of words	in context	
		2b	retrieve and record information / ide		
		2c	summarise main ideas from more th		
		2d	make inferences from the text / expl	lain and justify inferences with evidence from the	e text
		2e	predict what might happen from det	ails stated and implied	
		2f	identify / explain how information / meaning as a whole		
		2g	identify / explain how meaning is en	hanced through choice of words and phrases	
		2h	make comparisons within the text		
Summer 2	D	river 1	Fext: Voices I the Park by An	thony Browne, The Tunnel by Anthor	ny Browne
	Fi	iction		Non-Fiction	Poetry
Contracting Browne	St wf pr Cl ch De	hat the or rediction ompare haracter haracter escribe	e story without the words. Discuss chn think is happening and make	Writing Focus     Persuasive writing- creating a leaflet to advertise a local event.     *Rising Stars Vocabulary Activity- Page 46-Can we learn new words from non-fiction writing?*	Writing Focus Nightmare- Michael Rosen Children to write a short poem, similar to 'Nightmare' about something they are afraid of- using repeated phrases. Eg. I'mI'm There'sThere's
			lescribe a forest?*		*Rising Stars Vocabulary Activity- Page 68- Can we create words and phrases using silence?*

Vocabulary, grammar and	Word			
punctuation for Year 4	The grammatical difference between plural and possessive 's'			
		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)		
	Sentence			
		ases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to – the hs teacher with curly hair)		
		idverbials (e.g. Later that day, I heard bad news)		
	Text	diverbials (e.g. Later that day, Theatd bad news)		
		ragraphs to organise ideas around a theme		
		ate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition		
	Punctua			
		verted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, end punctuation		
		erted commas: The conductor shouted, 'Sit down!'		
		hes to mark plural possession (e.g. The girl's name, the girls' name)		
	Use of co	mmas after fronted adverbials		
Reading Comprehension		Content domain reference		
<u>Focus</u>				
	<b>2</b> a	give / explain the meaning of words in context		
	<b>2</b> b	retrieve and record information / identify key details from fiction and non-fiction		
	2c	summarise main ideas from more than one paragraph		
	2d	make inferences from the text / explain and justify inferences with evidence from the text		
	<b>2</b> e	predict what might happen from details stated and implied		
	2f	identify / explain how information / narrative content is related and contributes to		
		meaning as a whole		
	<b>2</b> g	identify / explain how meaning is enhanced through choice of words and phrases		
	2h	make comparisons within the text		
Terminology	-			
		Pronoun, possessive pronoun		
		adverbial		