

	Year 4													
	Spoken Word Taught Throughout Y4		Pupils should be taught to ask relevant questions to extend their understanding and knowledge. Pupils should be taught to use relevant strategies to build their vocabulary. Pupils should be taught to articulate and justify answers, arguments and opinions. Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates. Pupils should be taught to gain, maintain and monitor the interest of the listener(s). Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others. Pupils should be taught to select and use appropriate registers for effective communication.											
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Term 1	Aladdin and the Enchanted Lamp by Philip Pullman Narrative (Traditional Tale)	Writi ng com posit ion	Pupils should be taught to write sentences by saying out loud what they are going to write about. (Y1) Pupils should be taught to write sentences by composing a sentence orally before writing it. (Y2) Pupils should be taught to write sentences by sequencing sentences to form short narratives.(Y2) Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. .(Y2) Pupils should be taught to discuss what they have written with the teacher or other pupils.(Y3). Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.(Y2)	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.</td><td>Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.</td><td>Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</td><td><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</td><td>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
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	Wor d / sent ence / text	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] (Y3) Adverbs [for example, then, next, soon, therefore] (Y3) Prepositions [for example, before, after, during, in, because of] (Y3) The grammatical difference between plural and possessive –s Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme												
Punc tuati on	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1) Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name (Y2) Use of inverted commas (Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials													
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Term 3	The Great Chocoplot by Chris Callaghan Narrative (Mystery)	Writing composition	Pupils should be taught to write sentences by saying out loud what they are going to write about.(Y1) Pupils should be taught to write sentences by composing a sentence orally before writing it. (Y2) Pupils should be taught to write sentences by sequencing sentences to form short narratives. (Y2) Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. (Y2) Pupils should be taught to discuss what they have written with the teacher or other pupils(Y3). Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher(Y2)	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.</td><td>Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.</td><td>Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</td><td><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</td><td>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
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	Once upon a Raindrop by James Carter Non-Fiction (Persuasive Script for a factual tour)	Writing composition	<p>Pupils should be taught to write sentences by saying out loud what they are going to write about.</p> <p>Pupils should be taught to write sentences by composing a sentence orally before writing it</p> <p>Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.</p> <p>Pupils should be taught to discuss what they have written with the teacher or other pupils.</p> <p>Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2/3)</p>																																																																																						
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		Punctuation	<div>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)</div> <div>Commas to separate items in a list (Y2)</div> <div>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)]</div>	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Clear introduction and conclusion.</td><td>Variation in sentence structures, e.g. Only a fool would believe, many customers agree.</td><td>I believe that...</td><td><u>Noun</u> Nouns and pronouns used for clarity and cohesion.</td><td>Apostrophe to mark singular and plural possession.</td></tr><tr><td>Links between key ideas in the letter.</td><td></td><td>It seems to me that...</td><td>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</td><td>Commas after fronted adverbials.</td></tr><tr><td>Paragraphs organised correctly into key ideas.</td><td>Use embedded/relative clauses, e.g. The giraffe, who was very clumsy...</td><td>It is clear that...</td><td><u>Verbs</u> Standard English forms for verbs.</td><td>Use inverted commas and other punctuation to indicate direct speech.</td></tr><tr><td>Subheading</td><td>The friend, that was jealous...</td><td>Is it any wonder that...</td><td><u>Adjectives</u> Choose appropriate adjectives.</td><td></td></tr><tr><td>Topic sentences</td><td>Include adverbs to show how often, e.g. annually, everyday, never.</td><td>Furthermore...</td><td><u>Connectives/conjunctions</u> Use a wide range of connectives.</td><td></td></tr><tr><td></td><td>More complicated rhetorical questions, e.g. haven't you always longed for a...?</td><td>As I see it...</td><td><u>Tense</u> Correct use of past and present tense.</td><td></td></tr><tr><td></td><td></td><td>Tremendous...</td><td><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</td><td></td></tr><tr><td></td><td></td><td>Extremely significant...</td><td></td><td></td></tr><tr><td></td><td></td><td>Inevitably...</td><td></td><td></td></tr><tr><td></td><td></td><td>Finally...</td><td></td><td></td></tr><tr><td></td><td></td><td>In conclusion...</td><td></td><td></td></tr><tr><td></td><td></td><td>In summary...</td><td></td><td></td></tr><tr><td></td><td></td><td>The evidence presented...</td><td></td><td></td></tr><tr><td></td><td></td><td>Have you ever thought about...?</td><td></td><td></td></tr><tr><td></td><td></td><td>Do you think that...?</td><td></td><td></td></tr><tr><td></td><td></td><td>Fed up with...?</td><td></td><td></td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Clear introduction and conclusion.	Variation in sentence structures, e.g. Only a fool would believe, many customers agree.	I believe that...	<u>Noun</u> Nouns and pronouns used for clarity and cohesion.	Apostrophe to mark singular and plural possession.	Links between key ideas in the letter.		It seems to me that...	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Commas after fronted adverbials.	Paragraphs organised correctly into key ideas.	Use embedded/relative clauses, e.g. The giraffe, who was very clumsy...	It is clear that...	<u>Verbs</u> Standard English forms for verbs.	Use inverted commas and other punctuation to indicate direct speech.	Subheading	The friend, that was jealous...	Is it any wonder that...	<u>Adjectives</u> Choose appropriate adjectives.		Topic sentences	Include adverbs to show how often, e.g. annually, everyday, never.	Furthermore...	<u>Connectives/conjunctions</u> Use a wide range of connectives.			More complicated rhetorical questions, e.g. haven't you always longed for a...?	As I see it...	<u>Tense</u> Correct use of past and present tense.				Tremendous...	<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.				Extremely significant...					Inevitably...					Finally...					In conclusion...					In summary...					The evidence presented...					Have you ever thought about...?					Do you think that...?					Fed up with...?		
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	Text / Genre		Year 4 Objectives	Genre Progression										
Term 5	The Whale by Ethan and Vita Murrow Narrative (Narrative – Mystery)	Writing composition	<div>Pupils should be taught to write sentences by saying out loud what they are going to write about. (Y1)</div> <div>Pupils should be taught to write sentences by composing a sentence orally before writing it. (Y2)</div> <div>Pupils should be taught to write sentences by sequencing sentences to form short narratives. (Y2)</div> <div>Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. (Y2)</div> <div>Pupils should be taught to discuss what they have written with the teacher or other pupils. (Y3)</div> <div>Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher. (Y2)</div>	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.</td><td>Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.</td><td>Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</td><td><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</td><td>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
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			<div>Cohesion</div> <div><ul style="list-style-type: none">I use paragraphs to organise around a theme (TiPToP).I use nouns with similar meanings to vary my writing, e.g. <i>The monster, beast, creature, figure, destroyer.</i>I use a range of sentence structures for effect, <i>including: complex; compound and short, simple.</i>Must haves...<ul style="list-style-type: none">I use paragraphs to organise around a theme.<ul style="list-style-type: none">I use a range of sentence structures for effect.</div>											

Year 4														
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Term 6	Feast by Disney Narrative (Story)	Writ ing com posit ion	Pupils should be taught to write sentences by saying out loud what they are going to write about. Pupils should be taught to write sentences by composing a sentence orally before writing it. Pupils should be taught to write sentences by sequencing sentences to form short narratives. Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.</td><td>Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.</td><td>Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</td><td><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</td><td>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
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Punc tuati on	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1) Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)													
	Grammar Focus													
			<u>Punctuation</u> <ul style="list-style-type: none">I use inverted commas to punctuate direct speech.I use a comma after the reporting clause.I use hyphens to modify and/or describe nouns, <i>e.g.shiny-scaled dragon</i>	<i>Must have...</i> <ul style="list-style-type: none">I use inverted commas to punctuate direct speech.I use a comma after the reporting clause. I use commas to separate clauses in a sentence.										

			Summer Assessment Points
			<ul style="list-style-type: none">• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading• to use a range of subordinating conjunctions