

## Ongoing agreed objectives for all units – Year 4

Through our whole-class guided reading approach. Y4 children in all reading units will cover:	Through our Talk for Writing approach, Y4 children in all writing units will cover:	Through following the Spelling Shed scheme for spelling and the Letter join scheme for handwriting, children in year 4 will:
<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><i>listen and respond appropriately to adults and their peers</i></p> <p><i>ask relevant questions to extend their understanding and knowledge</i></p> <p><i>articulate and justify answers, arguments and opinions</i></p> <p><i>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></p> <p><i>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></p> <p><i>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i></p> <p><i>consider and evaluate different viewpoints, attending to and building on the contributions of others</i></p> <p><i>select and use appropriate registers for effective communication.</i></p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>using dictionaries to check the meaning of words that they have read <i>(as part of the editing and improving process)</i></p> <p>use the first two or three letters of a word to check its spelling in a dictionary <i>(as part of the editing and improving process)</i></p> <p>composing and rehearsing sentences orally (including dialogue)</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>

### Unit coverage of skills - Y4 - Autumn term

<u>Autumn 1 - 8 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<b>The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom by Imogen Russell Williams</b>  Non-fiction - information text 3-4 weeks	<u>Rationale:</u> Links with Geography unit (The UK) Links with communication value (children to communicate effectively through written form what they have learnt)	identifying main ideas drawn from more than one paragraph and summarising these  identifying how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction	increase the legibility, consistency and quality of their handwriting  beginning to organise paragraphs around a theme (related facts)  in non-narrative material, using simple organisational devices (headings and subheadings)  building a varied and rich vocabulary (focusing on formal language eg. due to, consists of, approximately)
<b>Cloudbusting - Malorie Blackman (narrative poetry)</b>  Fiction - Meeting tale 3-4 weeks	<u>Rationale</u> Links with PSHE unit (bullying themes, relationships and peer pressure) Links with empathy value (relationships, bullying and friendships)	recognising some different forms of poetry  drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  identifying how language, structure, and presentation contribute to meaning  discussing words and phrases that capture the reader's interest and imagination	increase the legibility, consistency and quality of their handwriting  beginning to organise paragraphs around a theme (key events)  in narratives, creating characters (focusing upon creating detailed characters including character descriptions eg. carefully chosen adjectives and noun phrases)  building a varied and rich vocabulary (focusing on adjective choices to describe characters eg. Hoarse, frail, vivacious)  using conjunctions, adverbs and prepositions to express time (after, next, before, during)  beginning to use fronted adverbials using commas
<u>Autumn 2 - 7 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>

<b>Rumaysa: A Fairytale by Radiya Hafiza (modern fairytale)</b>  Fiction - Modern fairytale 4 weeks	<b>Rationale:</b> Links with PSHE (differences in gender, religion, faith) Links with empathy value (understanding others and celebrating differences) BAME and female lead character	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  predicting what might happen from details stated and implied	increase the legibility, consistency and quality of their handwriting and focusing on using the diagonal and horizontal strokes that are needed to join letters  including direct speech  in narratives, creating plot (focus on beginning to advance action through direct speech)  in narratives, creating settings (focus on noun phrases, carefully chosen adjectives and basic figurative language)  using conjunctions, adverbs and prepositions to express time (after, next, before, during)  beginning to use fronted adverbials using commas  beginning to organise paragraphs around a theme (key events)
<b>Varmints by Helen Ward (picture book)</b>  S&L outcome - sound poems 2 weeks	<b>Rationale</b> Links with Science unit (sound) Links with communication value (communicating verbally) and positivity value (remaining positive during a project)	preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader's interest and imagination  recognising some different forms of poetry	speak audibly and fluently with an increasing command of Standard English  gain, maintain and monitor the interest of the listener(s)  participate in discussions, presentations, performances, role play, improvisations and debates

### Unit coverage of skills - Y4 - Spring term

<u>Spring 1 - 6 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
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<p><b>Amazon River by Sangma Francis</b></p> <p>Non-fiction - Chronological report 3-4 weeks</p>	<p><u>Rationale:</u>  Links with Geography (Rivers and the water cycle)  Links with self-awareness value (knowing more about other areas of the world and how they differ from their own area)</p>	<p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p>	<p>increase the legibility, consistency and quality of their handwriting and focusing on using the diagonal and horizontal strokes that are needed to join letters</p> <p>organising paragraphs around a theme (related facts)</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>in non-narrative material, using simple organisational devices (headings and subheadings)</p> <p>building a varied and rich vocabulary (focusing on technical and subject-specific language eg. Tributary, meander, source)</p> <p>using conjunctions, adverbs and prepositions to express cause (because of, due to, therefore, because, so)</p> <p>using fronted adverbials using commas</p>
<p><b>The Dam - David Almond (picture book)</b></p> <p>Non-fiction - recount from perspective of Kielder resident 2-3 weeks</p>	<p><u>Rationale</u>  Links with Geography unit (rivers, bodies of water, water cycle in a local context - Kielder Water)  Links with self-awareness value (knowing more about the local area and the affect that building Kielder Reservoir had on locals)</p>	<p>asking questions to improve their understanding of a text</p> <p>predicting what might happen from details stated and implied</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>increase the legibility, consistency and quality of their handwriting and focusing on using the diagonal and horizontal strokes that are needed to join letters</p> <p>including direct speech</p> <p>organising paragraphs around a theme (related facts and key events)</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>building a varied and rich vocabulary (focusing on emotive language eg. heartbroken, devastated)</p>

			<p>using fronted adverbials using commas</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>
Spring 2 - 5 weeks	Rationale	Reading skills	Writing skills
<p><b>Mythologica: An encyclopaedia of gods, monsters and mortals from Ancient Greek by Dr Stephen P. Kershaw</b></p> <p>Fiction - Myth narrative 3 weeks</p>	<p>Rationale:</p> <p>Links with History (Ancient Greeks)</p> <p>Links with empathy and self-awareness values (themes of morality and knowing more about other cultures)</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>	<p>increase the legibility, consistency and quality of their handwriting and focusing on using the diagonal and horizontal strokes that are needed to join letters</p> <p>place the possessive apostrophe accurately in words with regular plurals (for example, gods' and goddesses')</p> <p>organising paragraphs around a theme (key events)</p> <p>using fronted adverbials using commas</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>in narratives, creating characters (noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg. The winged female goddess with snake hair.</p>
<p><b>Myth of Perseus and Medusa (teacher-written)</b></p> <p>S&amp;L outcome - playscripts 1-2 weeks</p>	<p>Rationale</p> <p>Links with History (Ancient Greeks)</p> <p>Links with teamwork value (working in a team) positivity value (working on a project and communication value (verbal communication)</p>	<p>preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p>

			consider and evaluate different viewpoints, attending to and building on the contributions of others
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### Unit coverage of skills - Y4 - Summer term

<u>Summer 1 - 6 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<b>Saving Neverland by Abi Elphinstone</b>  Fiction - Quest	<u>Rationale:</u> Links with PSHE (growing up and emotional changes) Links with resilience value (female character having to overcome challenges) Female lead character	asking questions to improve their understanding of a text  drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  predicting what might happen from details stated and implied	increase the legibility, consistency and quality of their handwriting and focusing on using the diagonal and horizontal strokes that are needed to join letters  organising paragraphs around a theme (key events)  using fronted adverbials using commas  in narratives, creating plot (beginning to advance the action using dialogue and focus on well-chosen verb choice)  including direct speech  in narratives, creating settings (focus on noun phrases, carefully chosen adjectives and basic figurative language)  building a varied and rich vocabulary (focusing on verb choice to create and enhance plot eg. Darted, smashed, trudged)
<b>A Year of Nature Poems - Joseph Coelho</b>  Poetry - Local river 1-2 weeks	<u>Rationale</u> Links with Geography (fieldwork - local river) Links with self-awareness value (appreciating local area) BAME author	discussing words and phrases that capture the reader's interest and imagination  recognising some different forms of poetry  preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear  speak audibly and fluently with an increasing command of Standard English

			<p>gain, maintain and monitor the interest of the listener(s)</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>
<u>Summer 2 - 7 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p><b>Coming to England - Baroness Floella Benjamin (autobiography)</b></p> <p>Non-fiction - Biography 3-4 weeks</p>	<p><u>Rationale:</u>  Links with Geography (Rivers and the water cycle)  Links with self-awareness value (knowing more about other areas of the world and how they differ from their own area)  BAME, female author</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>	<p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>organising paragraphs around a theme (key events and related facts)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>in non-narrative material, using simple organisational devices (headings and subheadings)</p> <p>using fronted adverbials using commas</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using conjunctions, adverbs and prepositions to express time and cause (before, after, later, during, due to, because of, so, because)</p>
<p><b>Under the Moon and Over the Sea: A collection of Poetry from the Caribbean</b></p> <p><b>Caribbean Dozen: Poems from Thirteen Caribbean poets</b></p> <p>S&amp;L outcome - Free verse poems 2 weeks</p>	<p><u>Rationale</u>  Links with History unit (writing colourful poems about life in Trinidad and the Caribbean)  Links with positivity value (remaining positive during a project) and communication value (verbal)  BAME author</p>	<p>preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry</p>	<p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>speak audibly and fluently with an increasing command of Standard English</p>

			<p>gain, maintain and monitor the interest of the listener(s)</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>
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