

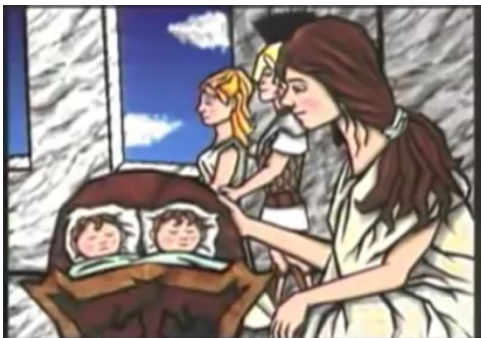
# Autumn Term

## Week 1

### **Text**

#### **Romulus and Remus Roman Myth**

<https://youtu.be/wA1D9wd29jl>



### **Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a story, expanding on my ideas.
- I can retell more complex stories, such as myths and legends.
- I can ask relevant questions to improve my understanding of the story
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a story to predict what might happen.
- I can identify main ideas drawn from more than one section.
- I can participate in discussions, taking turns and listening to what others say.

### **Spelling**

#### **Homophones and near homophones**

Groan  
Grown  
Affect  
Effect  
Fair  
Fare  
Great  
Grate  
Through  
threw

### **Grammar and Punctuation objectives**

**Using Determiners** From Year 3, children should know which article (the, a or an) to use before a noun. They should be able to explain which is needed and why. Children may be able to identify other types of determiners, such as demonstratives (e.g. this, those), possessives (e.g. my, your) and quantifiers (e.g. some, every). Children should be able to spot the difference between nouns which are known and nouns which are unknown, for example the dog rather than a dog. Focussed questions - What is a determiner? Does this determiner tell us whether the noun is known or unknown? Which word is the determiner in this sentence? Give me an example of an article/demonstrative/possessive/quantifier.

**Clauses** They should know that: a main clause can form a complete sentence; two main clauses can be joined with a co-ordinating conjunction; and a main clause can be turned into a subordinate clause by adding a subordinating conjunction. They may be able to explain that a subordinate clause relies on the main clause to make sense. Children should be able to extend a main clause by using a range of conjunctions, such as when, if, because and although. Focused Questions. What types of words must a clause include? What type of clause is this? How can you turn this main clause into a subordinate clause? Can a main clause form a complete sentence? Can a subordinate clause form a complete sentence?

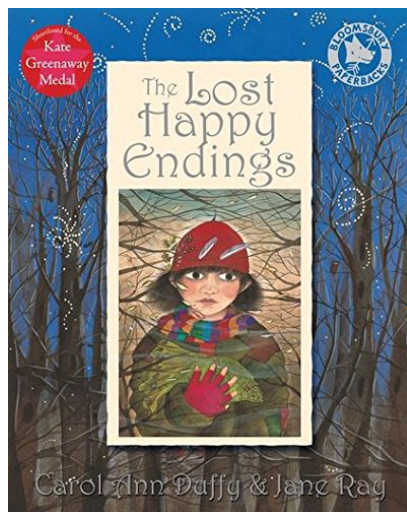
### **Writing Objectives**

## Re-tell the story of Romulus and Remus

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.

## Week 2

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can use dictionaries to check the meaning of words that I have read.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can compare different genres and styles.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.

### Spelling

#### Homophones and near homophones

Heel  
Heal  
Main  
Mane  
Medal  
Meddle  
Key  
Quay  
Check  
cheque

### Grammar and Punctuation objectives

**Expanding Sentences using Conjunctions** This step will focus on expanding the clause by using a range of conjunctions such as when, if, because, although, before, after, while and so. Children should know which conjunction is most appropriate and why. They should also be able to explain why a particular conjunction wouldn't work and that different types of conjunctions do not always make sense when joining two clauses, for example I always read a book before I go to bed rather than I always read a book if I go to bed. Focused Questions. Which word is the conjunction in this sentence? Which conjunction(s) could you use to join these two clauses? Which conjunction(s) should you not use to join these two clauses? How does the use of a different conjunction change the meaning of this sentence? Does it still make sense?

**Expanding sentences using adverbs** This step will focus on expanding the clause by using a range of adverbs such as then, next, soon and therefore. Children should use adverbs of time to explain when and how often verb takes place, adverbs of place to explain where a verb takes place and adverbs of cause to explain how a verb takes place. Some words can be used as adverbs or prepositions so children need to understand how to identify whether it is an adverb (not immediately followed by a noun or pronoun) or a preposition. Children should be able to use their knowledge from the point above to decide which adverb of each type is most appropriate and why. Focused Questions. Which word is the adverb in this sentence? Is the adverb expressing time, place or cause? What other adverbs could you use instead? What adverbs would not make sense?

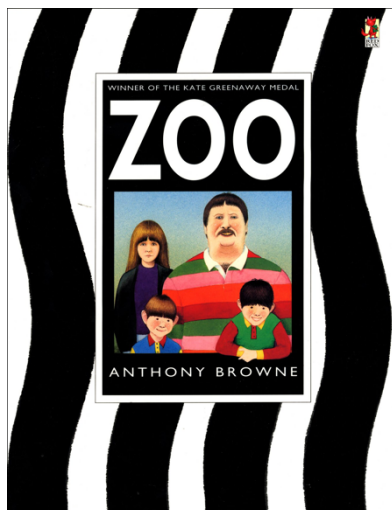
### Writing Objectives

Write a diary entry as Jub.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.

## Week 3

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text, expanding on my ideas.
- I can compare different genres and styles.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

### Spelling

#### Words with the /s/ sound spelt sc

Science  
Scene  
Discipline  
Fascinate  
Crescent  
Scissors  
Scenery  
Descent  
Ascend  
descend

### Grammar and Punctuation objectives

**Expanding sentences using prepositions** This step will focus on expanding the clause by using a range of prepositions such as before, after, during, in and because of. At this point, children should only use prepositions to modify verbs not nouns (this is covered in Year 4 Spring Block 3). Focused Questions. Which word is the preposition in this sentence? What other prepositions could you use instead? What prepositions would not make sense?

**Direct Speech** From Year 3, children should be able to recognise when a character is speaking, even if there is no punctuation to indicate speech. Children should know the vocabulary inverted commas and the non-statutory term speech marks and use these terms when talking about speech. Children should be able to use inverted commas to punctuate given sentences with speech, as well as beginning to write their own sentences using inverted commas. Focused Questions. Which words are being spoken? How can we show that the character is speaking? What are these punctuation marks called? Do you need to use inverted commas inside speech bubbles?

### Writing Objectives



Write from perspective of different character e.g. mum, dad, animal.

- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell homophones correctly, e.g. which and witch.

## Week 4

### **Text** **Mental Health Week**



### **Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

### **Spelling** **Statutory list - random**

### **Grammar and Punctuation objectives**

Actual  
Address  
Calendar  
Disappear  
Experience  
Particular  
Thought  
Separate  
Difficult  
weight

**Past Tense** • From KS1 and Year 3, children should understand two types of tenses – simple and progressive. This step recaps both of these in the past tense, i.e. the simple past and the past progressive. The simple past is something that has already happened, such as I walked home from school. The past progressive is something that has happened over a period of time or was happening when another action happened, such as I was cooking my tea when my phone rang. Note that the past progressive tense uses the present participle form of the verb. Children should be able to conjugate regular and irregular verbs to create past tense verbs from the base form (also known as the infinitive form). In this step, children should be creating the past tense verb by adding -ed to regular verbs and creating the present participle by adding -ing to regular verbs. Children should know that irregular verbs such as fly or sing cannot be conjugated by adding -ed so they will need to learn these explicitly as they come across them. Focused Questions. What is the base form/infinitive form of \_\_\_\_\_? (walking, standing, jumped, ate, flew) Conjugate these verbs. Is this sentence written in the simple past or the past progressive? How do you know? What form of the verb should be used in this sentence?

**Present tense** This step recaps both simple and progressive forms in the present tense, i.e. the simple present and the present progressive. Explain to the children that the simple present tense is something that happens regularly or is happening right now, such as I walk the dog every week. The present progressive is something that you are doing right now that you have been doing or will continue to do for a while, such as I am reading my book. Note the simple present tense uses the base form (infinitive form) of the verb. Children should be able to identify sentences written in the simple present or present progressive. Focused Questions. Is this sentence written in the present tense or the past tense? Is this sentence written in the simple form or the progressive form? How can you change this simple present sentence to a present progressive sentence?

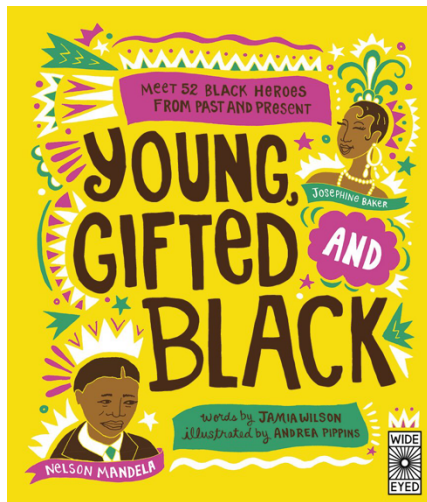
### Writing Objectives

Write an agony aunt letter in reply to a worry.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell homophones correctly, e.g. which and witch.
- I consistently use a neat, joined, handwriting style.

### Week 5

**Text**  
**Black History Month**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can use dictionaries to check the meaning of words that I have read.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can retell more complex stories, such as myths and legends.
- I can compare different genres and styles.
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can recognise different forms of poetry (performance poetry, Kennings and rhyming poetry).
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

**Spelling**

**Endings which sound like**

- ŋən spelt – sion**
- expansion
- extension
- comprehension
- tension
- suspension
- occasion
- dimension
- diversion
- permission

**Grammar and Punctuation objectives**

**Present perfect or simple past?** From Year 3, children should be able to recognise the present perfect form compared to the simple past. They should recognise how the use of 'have' or 'has' changes the tense and form of the verb in a sentence. Children should be able to change the tense and form of a verb in a sentence by adding or removing the word 'have' or 'has'. Focused Questions. Is this sentence in the present perfect form or simple past form? What happens when you add/remove the word 'has/have' from this sentence? How could you change this sentence from the present perfect form to the simple past form? How could you change this sentence from the simple past form to the present perfect form?

**Using paragraphs** • In Year 3, children have looked at how to group sentences together to create paragraphs. Children should know why paragraphs are needed in writing and some of the ways they may choose to use paragraphs in writing. Children should know the difference between using paragraphs in narratives and using paragraphs in non-fiction. Children should also know that in non-fiction writing, the use of a sub-heading above

discussion

paragraphs is common. Children may be able to suggest suitable sub-headings for given paragraphs. Focused Questions. When do you need to use a paragraph? When would subheadings be used? Which word could start this paragraph? How long/short can a paragraph be?

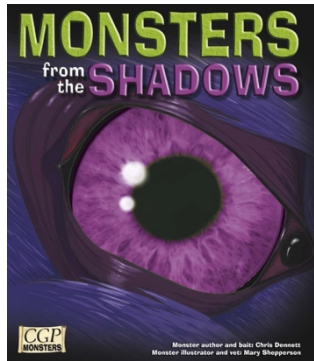
**Writing Objectives**

Choose one of the people mentioned in the book, who has not already been studied, to write a biography about e.g. Mo Farah

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell homophones correctly, e.g. which and witch.

**Week 6**

**Text**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can use dictionaries to check the meaning of words that I have read.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can compare different genres and styles.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can justify inferences with evidence.
- I can identify main ideas drawn from more than one paragraph.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

**Spelling**

**Grammar and Punctuation objectives**

## Consolidation

**All words practised at random this half term and then assessed on the fifth day.**

**Recognising nouns** This first step allows children to recap identifying words as nouns. They should already know that a noun is the name of an object or thing, the name of a place or the name a person or animal. Children should also know the terms common noun, proper noun (from Year 1), collective noun (from Year 2) and abstract noun (from Year 3). Children may have the misconception that nouns are things that you can see or touch but abstract nouns are names of ideas, feelings, occasions and time which can't be seen or touched. Focused Questions. Which words are nouns in the following sentence? What type of word is happiness? Is the noun birds common or collective?

**Recognising pronouns** Children will know words that are pronouns from their reading (and writing), but may not know the term pronouns. Children should know that pronouns are used in writing to avoid repeating a noun. It depends on the noun as to which pronoun they will use, e.g. if they use the noun boy, they will use male pronouns such as his, him, he. Like nouns, pronouns can be classified into further types. This step focuses specifically on personal pronouns (I, you, he, she, they, me, him, her, us, etc.) and possessive pronouns (mine, yours, his, hers, theirs, ours). Children should be able to identify which noun a pronoun is referring to, for example James played outside with a ball. He kicked it over the fence. 'He' refers to James whereas 'it' refers to the ball. Children should also know that 'I' is the only pronoun which requires a capital letter (unless the pronoun is the first word in the sentence). Focused Questions. What words are pronouns in the following sentence? Which noun is the pronoun referring to?

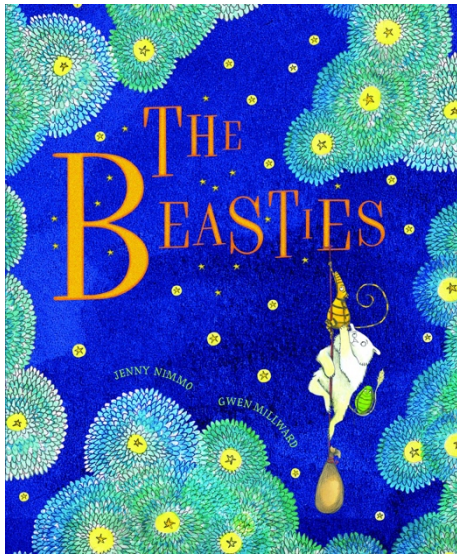
## Writing Objectives

Children to create their own monster and create a guide.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I can spell homophones correctly, e.g. which and witch.
- I consistently use a neat, joined, handwriting style.

## Week 7

## Text



## Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

## Spelling

### Prefixes – dis and mis

Disappoint  
Disagree  
Disobey  
Disappear  
Disinfect  
Disconnect  
Misbehave  
Mislead  
Misspell  
misfortune

## Grammar and Punctuation objectives

**Using pronouns** Now that children know what a pronoun is and how it is used in sentences to avoid repetition, they should begin to identify which repeated noun needs changing to a pronoun. Children should be able to identify which pronoun is needed based on the noun it is replacing. Focused Questions. Which noun is repeated in the following sentence? Which noun could you change for a pronoun? Which pronoun would you use for the noun apple?

**Pronoun or noun?** This step will focus on whether a noun or pronoun is needed, depending on the information already known or not known, for example in the single sentence 'They went to the cinema.' who is they referring to? Another sentence is needed prior to this one to explain, or the pronoun they should be changed for a noun/group of nouns. Children should be able to recognise when a pronoun or noun has been used incorrectly in given texts as well as identifying it in their own work. Focused Questions. Has the sentence used the pronoun correctly? Do you know what the pronoun is referring to? Should you use the noun or pronoun to complete the following sentence(s)?

## Writing Objectives

Children to create their own Beastie and story to go with it.

- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.

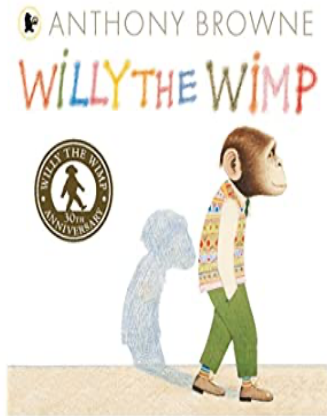


- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell homophones correctly, e.g. which and witch.
- I consistently use a neat, joined, handwriting style.

## Week 8

### Text

**Anti-bullying week.**



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.

### Spelling

**Prefixes – il and ill words**

Illegal  
Illegible  
Illuminate  
Illogical  
Illiterate  
Illicit  
Illumination  
Illusion

### Grammar and Punctuation objectives

**What is an adverbial?** From Year 3, children should know that adverbs can be used to expand sentences by adding information about when, how, where or how often a verb takes place. Children should already know that a single adverb can be used in different locations within a sentence. In this step, children will learn that adverbs can be expanded into adverbial phrases. Adverbs (single words) can also be used as an adverbial on their own but for the purposes of introducing this area the first step is to introduce the idea of an adverbial within a sentence. Focused Questions. What is an adverb? Which part of the sentence gives us more information about the verb? What is an adverbial phrase? Can you change the adverb in this sentence? How do we know when/how/where the verb takes place?

Illusive illustration

**Recognising fronted adverbials 1** Children should know that a main clause can be expanded by adding an adverbial phrase. They should also know that the location of this adverbial phrase can be moved within the sentence. Children need to know that an adverbial can start a sentence and that this is called a fronted adverbial. Children should know that almost all fronted adverbials are followed by a comma even if it is only one word, i.e. Yesterday, I went to the shops and that exceptions to this rule are extremely rare. Writers may choose to omit the comma to change the pace if the sense is not lost (e.g. Suddenly it started) but more often a comma would follow the fronted adverbial. Focused Questions. What is an adverbial phrase? What does it do within a sentence? Identify the fronted adverbial in this sentence. What punctuation mark should be used after it? Can you change the location of the adverbial phrase within this sentence? Change this sentence so that the adverbial phrase becomes a fronted adverbial. What have you had to change or add?

### Writing Objectives

Write a character description about Willy and what makes him a true hero.

- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.

## Week 9

**Text  
Non-Fiction**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can use dictionaries to check the meaning of words that I have read.
- I can ask relevant questions to improve my understanding of the text.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

## Spelling

### **Adding suffix - ation**

Information

Adoration

Sensation

Preparation

Admiration

Foundation

Qualification

Experimentation

Exploration

examination

## Grammar and Punctuation objectives

**Time specific adverbials** Now that children have been introduced to adverbial phrases and fronted adverbials, they should be taught that there are different types of fronted adverbials. By now, children should know that fronted adverbials can tell us about when, where, how and how often. This step focuses on time specific fronted adverbials that tell us when or how often the main clause takes place. Focused Questions. What does this fronted adverbial tell us? How can you change the time the action takes place in a sentence? What types of words tell us when something takes place?

**Place specific (Prepositional) adverbials** This step focuses on fronted adverbials that tell us where the main clause takes place.

From Year 3, children should know about prepositions and prepositional phrases. In this step, they use this knowledge to look

at how a prepositional phrase can be used to modify a verb rather than a noun. Focused Questions. What does this fronted adverbial tell us? How can you change the place the action takes place in a sentence? What types of words tell us when something takes place?

## Writing Objectives

Using information from the book, summarise and create a 'Did you Know?' Poster.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.

## Week 10

Text

Poetry

The Skylark – Christina Rossetti



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks..
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can recognise different forms of poetry (performance poetry, Kennings and rhyming poetry).
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.

### Spelling

#### Statutory list - random

Notice  
Ordinary  
Certain  
Suppose  
Breathe  
Increase  
Recent  
Quarter  
Group  
island

### Grammar and Punctuation objectives

**Descriptive fronted adverbials** This step focuses on fronted adverbials that tell us how the main clause takes place. This step will cover fronted adverbials that describe the manner and degree of the action in the main clause. Focused Questions. What does this fronted adverbial tell us? What does the fronted adverbial tell us about the manner in which the action takes place? How can you change the meaning of the sentence using a different fronted adverbial?

**Recognising fronted adverbials 2** Children should now be familiar with fronted adverbials and their different types. Children need to know that choosing which information is given in a fronted adverbial decides what the reader finds out and when. Children should be able to use their knowledge to compare different types of fronted adverbials and decide whether the information provided in a fronted adverbial is appropriate and how it can affect the rest of the sentence. Focused Questions. Which type of fronted adverbial is this? What does the fronted adverbial tell us about the main clause in this sentence? Identify the type of fronted adverbial in this sentence. What punctuation mark should be used after it? Change this sentence so that the fronted adverbial gives the reader a different piece of information.

### Writing Objectives

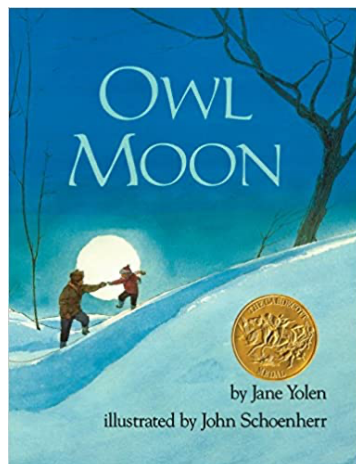
Children to create their own poem 'The Owl'

- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into stanzas around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.

- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.

## Week 11

### **Text**



### **Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.

### **Spelling**

**Adding suffixes beginning with vowel letters to words of more than one syllable,**

Forgetting  
Forgotten  
Gardening  
Gardener  
Limiting  
Beginning  
Beginner  
Limitation  
Preferred  
limitations

### **Grammar and Punctuation objectives**

**Using fronted adverbials** Now that children know the types of fronted adverbials and can recognise them, they need to know how to use these in their own writing. It is important that children know that they do not always need to use fronted adverbials but can include them as a way to vary their writing and make it more interesting to a reader. Children should be taught that a fronted adverbial can be used to allow the reader to get the most important information first or as a way of setting up an action. Children should know that almost all fronted adverbials are followed by a comma even if it is only one word, i.e. Yesterday, I went to the shops and that exceptions to this rule are extremely rare. Writers may choose to omit the comma to change the pace if the sense is not lost e.g. Suddenly it started but more often a comma would follow the fronted adverbial.

**Focused Questions.** What is an adverbial phrase? What does it do within a sentence? Can an adverbial phrase move location within a sentence? Identify the fronted adverbial in this sentence. What punctuation mark should be used after it? Why might you use a fronted adverbial in this sentence? Change this sentence so that the adverbial phrase becomes a fronted adverbial. What have you had to change or add?

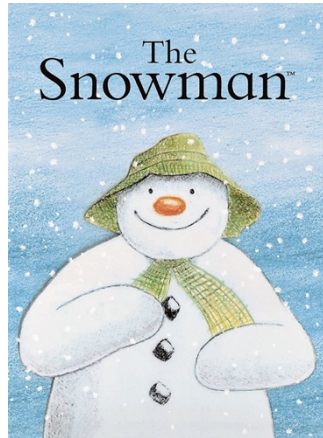
**Writing Objectives**

Create a setting description of the forest at night.

- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.

**Week 12**

**Text**  
**Animation – YouTube**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can understand stories that are structured in different ways and for a range of purposes.
- I can discuss my understanding of a story, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the story.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a story to predict what might happen.
- I can identify main ideas drawn from more than one scene.
- I can summarise main ideas.

**Spelling**  
**Consolidating**

**All words practised at random this half term and then assessed on the fifth day.**

**Grammar and Punctuation objectives**

This week should be used to recap on the objectives covered this term and to assess understanding.

**Writing Objectives**



Write the narrative to go with the story

- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell many of the Year 3 and 4 statutory spelling words correctly.

### Week 13

#### Spelling

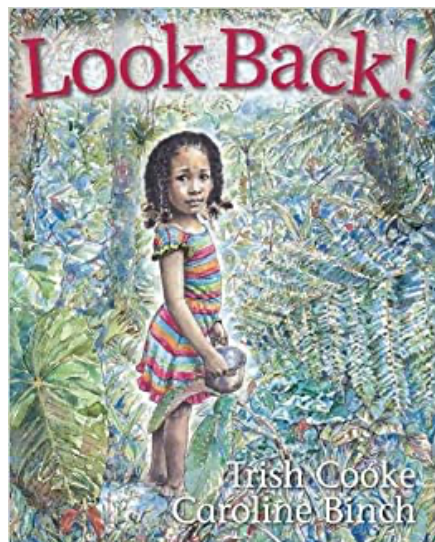
All words practised at random this half term and then assessed on the fifth day.

This week has been left blank to allow for faith week activities, engineering week etc.

### Spring Term

#### Week 1

## Text



## Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can retell more complex stories, such as myths and legends.
- I can compare different genres and styles.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.

## Spelling

### Recap Autumn term

Admiration  
Foundation  
Forgotten  
Gardening  
Great  
Grate  
Main  
Mane  
Fascinate  
comprehension

## Grammar and Punctuation objectives

**Recognising apostrophes** From Year 2, children should know that apostrophes can be used to show who something belongs to (singular possession) or to show where letters are missing in spelling (contraction). In this step, children will learn to recognise whether an apostrophe has been used for possession or contraction. Apostrophes for contraction are used to indicate a missing letter following the combination of two separate words. For example, wasn't is an abbreviation of was not, where the apostrophe is in place of the letter o. Apostrophes for possession, such as Max's toy, indicate that the toy belongs to Max. The apostrophe is required to make the proper noun possessive. There is a variety of guidance on apostrophes for possession, when the noun ends in -s. It is grammatically correct to use both James' bag and James's bag to show possession. The main rule is that the use of apostrophes are consistent across the piece of writing. We suggest using the following guidance to ensure consistency. For a singular noun or proper noun ending in -s, add 's to show possession. This then allows the use of just an apostrophe for any plural nouns ending in -s (which is covered in the next step). Focused Questions. Has this apostrophe been used for possession or contraction? What is an apostrophe for contraction/possession? Can you use an apostrophe for contraction in the words should not? Which letters are removed?

**Using apostrophes for plural possession** In the previous step, children learned to recognise apostrophes for possession, such as Max's toy, which indicates that the toy belongs to Max. The apostrophe is required

to make the proper noun possessive. In this step, children will learn to use apostrophes for plural possession. If the plural noun is regular and ends in -s, the possession is shown by using the apostrophe after the s. For example, 'the girls' shoes', where girls is the plural form of the noun. For irregular plurals which do not end in -s, the apostrophe is added first, followed by an s. For example, 'the children's voices' Focused Questions. Has the apostrophe been used accurately? Should the apostrophe be before or after the -s in this word? Insert an apostrophe in the correct place in this sentence.

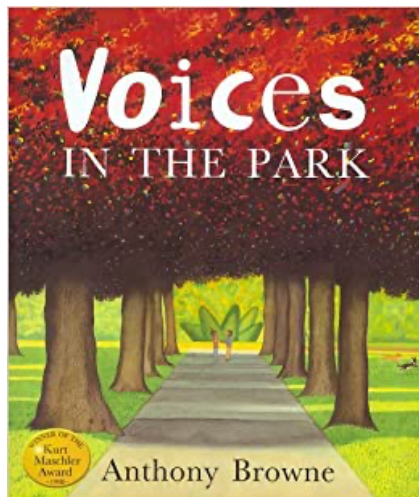
### Writing Objectives

Write as Ti Bolom and give his perspective.

- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I consistently use a neat, joined, handwriting style.

### Week 2

**Text**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can read books that are structured in different ways and for a range of purposes.
- I can discuss my understanding of a text, expanding on my ideas.
- I can compare different genres and styles.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can identify main ideas drawn from more than one paragraph.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

**Spelling**

**Words ending with the /g/ sound spelt – gue and the /k/ sound spelt -que**

- league
- tongue
- antique
- unique
- fatigue
- intrigue
- rogue
- vague
- opaque
- plaque

**Grammar and Punctuation objectives**

**When should you NOT use an apostrophe?** In the previous steps, children have learned to recognise apostrophes for possession and contraction, and use apostrophes for plural possession. In this step, children will learn when an apostrophe is not appropriate, addressing common misconceptions. These misconceptions include using an apostrophe for a plural noun (for example, there are many car's) and for possessive pronouns (for example, it's instead of its). Focused Questions. Has the apostrophe been used correctly? Should there be an apostrophe in this word? Re-write this sentence so that it uses apostrophes accurately. Which sentence uses 'its' as a possessive pronoun? Which sentence uses the contraction 'it's' for it is?

**Writing Objectives**

As one of the dogs, write the fifth voice.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.

- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I can spell homophones correctly, e.g. which and witch.
- I can spell most of the Year 3 and 4 statutory spelling words correctly.
- I consistently use a neat, joined, handwriting style.

### Week 3

#### **Text**



#### **Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can read books that are structured in different ways and for a range of purposes.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can summarise main ideas in fiction and non-fiction texts.

#### **Spelling**

**Endings which sound like**

**ʃən spelt – ssion**

expression  
possession  
discussion  
confession

#### **Grammar and Punctuation objectives**

**Using apostrophes for Possession or contraction.** Children should now be confident in recognising apostrophes for possession and contraction, using them for plural possession and also knowing when not to use them. This step combines all of that knowledge together to practice using apostrophes in all the various ways. Children should also understand that when a noun is substituted with a pronoun, the possessive pronouns do not need apostrophes. These possessive pronouns include: its, his, hers, ours and

permission  
admission  
impression  
omission  
emission  
commission

theirs. Focused Questions. Has this apostrophe been used for possession or contraction? Is this apostrophe showing singular or plural possession? Re-write this sentence using an apostrophe for possession/contraction. Re-write this sentence so that it uses apostrophes accurately.

### Writing Objectives

As the Prince, write a letter to a friend in another Kingdom, telling them what happened to you.

- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.

### Week 4

#### Text

<https://www.literacyshed.com/littleshoemaker.html>

#### The Little Shoemaker



#### Reading objectives

- I can discuss my understanding of a story, expanding on my ideas.
- I can compare different genres and styles.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the story.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a story to predict what might happen.
- I can identify main ideas drawn from more than one scene.
- I can summarise main ideas in fiction stories.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

#### Spelling

#### Statutory list – random

Although  
Through

#### Grammar and Punctuation objectives

**Recognising Speech** From Year 3, children should be familiar with the terms 'inverted commas' and 'direct speech'. Some children may use speech punctuation in their own writing from their introduction to direct speech in Year 3 Spring Block 3. In this step, children will learn to recognise both direct and indirect speech



Potatoes  
Enough  
Possess  
Natural  
Believe  
Different  
Possible  
probably

within a passage of writing. Children should know that direct speech is opened and closed with inverted commas, and that a comma should be used after a reporting clause, for example: The police officer yelled, "Stop, thief!" Children should recognise indirect speech within a passage of writing by looking for a reporting clause and a main clause usually containing a reporting verb and a linking word such as that, if or whether, for example: I told them that I was going to be late. The linking word 'that' can often be omitted after a reporting verb, for example: I told them I was going to be late.

Focused Questions

- Which words are being spoken? How do you know?

### Writing Objectives

Create a persuasive poster advert for the little shoe shop.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately. (For quotes)
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.

## Week 5

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

### Spelling

#### Words with the /k/ sound spelt ch

Scheme

Chorus

Chemist

Echo

Character

Ache

Monarch

Stomach

Orchid

orchestra

### Grammar and Punctuation objectives

**Punctuating direct speech** From the previous step, children should know that direct speech is opened and closed with inverted commas, and that a comma should be used after a reporting clause, for example: The police officer yelled, "Stop, thief!"

In this step, children will learn to punctuate direct speech. Children should know that the first spoken word begins with a capital letter and that punctuation is required before the closing inverted commas. The punctuation mark is dependent on the words being spoken and the manner in which they are said.

Examples of speech with different punctuation marks include: The football fans shouted, "Come on you blues!"; Isla asked, "Can I borrow a pencil please?" Focused Questions. Has this direct speech been punctuated correctly? Add the correct punctuation into this sentence to show direct speech.

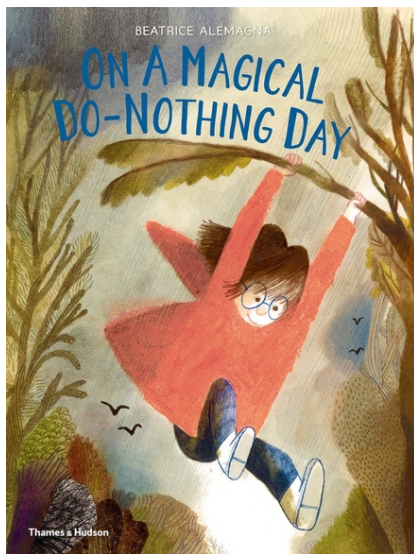
### Writing Objectives

Write a newspaper report about the events of the story.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.

## Week 6

## Text



## Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can retell more complex stories, such as myths and legends..
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets..
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

## Spelling

### Consolidating

All words practised at random this half term and then assessed on the fifth day.

## Grammar and Punctuation objectives

**Direct speech or indirect speech** From the previous steps, children should be able to recognise both direct and indirect speech, and be able to punctuate direct speech accurately. In this step, children will decide whether speech is direct or indirect, and begin to convert one to the other, for example: They told me they were going to be late. can be converted to They said, "We're going to be late."

Focused Questions

- Is this direct or indirect speech?
- How do you convert this direct speech to indirect speech?

## Writing Objectives

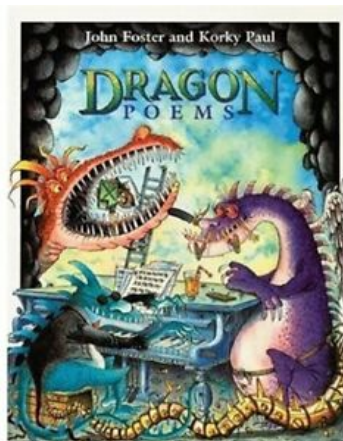
Write a diary entry of the events of the day.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.

- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.

## Week 7

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can compare different genres and styles.
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can recognise different forms of poetry (performance poetry, Kennings and rhyming poetry).
- I can ask relevant questions to improve my understanding of the text.
- I can justify inferences with evidence.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

### Spelling

#### Endings which sound like /ən spelt – tion

Invention  
 Injection  
 Hesitation  
 Completion  
 Continuation  
 Opposition  
 Pollution  
 Question  
 Affection  
 attraction

### Grammar and Punctuation objectives

**Identifying noun phrases** Children should know how to use adjectives in various positions within a sentence to create an expanded noun phrase. Most children should be familiar with noun phrases from their prior learning and exposure to class texts, and most will be able to use them confidently in their own writing. A noun phrase is a phrase where determiners are used before the noun. An expanded noun phrase is a phrase where adjectives, adverbs or prepositions are used to modify a noun. For example: The large, circular object under the trees. The cunning fox with the bushy tail. In this step, children will recap how to identify a noun phrase containing adjectives within a sentence. Focused Questions. Which part of the sentence is the noun phrase? How do you know?

**Modifying adjectives and nouns** Having recapped identifying noun phrases in the previous step, children can now move on to modifying adjectives and nouns. A modifier is a word or phrase which is added to a noun or adjective in order to make it more specific. For example: Secondary school teacher. The addition of 'Secondary school' to 'teacher' tells the reader that the person is a specific kind of teacher therefore modifying the word 'teacher'. 'Secondary' modifies the word 'school'. In this step, children will begin to identify and use adjectives and nouns as modifiers to create specific information.

Focused Questions. Which word is the modifier? How has the adjective in this sentence modified the noun?

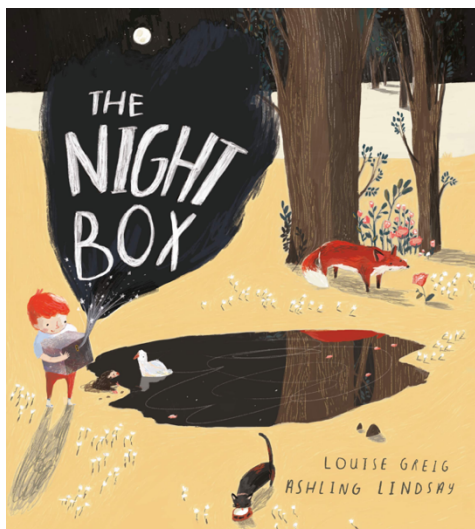
### Writing Objectives

Children to write their own dragon Poem

- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into stanzas around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.

## Week 8

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can read books that are structured in different ways and for a range of purposes.
- I can use dictionaries to check the meaning of words that I have read.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can retell more complex stories, such as myths and legends.
- I can compare different genres and styles.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.

Spelling  
Suffix -ous  
poisonous  
dangerous

### Grammar and Punctuation objectives

**Determiners before modifiers** This step focuses on the use of determiners before a modifier. A determiner is positioned before a modifier in order to specify a noun as known or unknown. For example:

mountainous  
famous  
various  
tremendous  
enormous  
jealous  
continuous  
contentious

My house (known); a house (unknown). Determiners can be articles (the, a or an), demonstratives (eg. this, those), possessives (eg. his, my) or quantifiers (eg. all, every)  
Focused Questions. Is this determiner correct? Add a determiner so that this noun phrase makes sense.  
**Prepositional phrases** In the previous steps, children have learned about noun phrases using adjectives. In this step, they will be introduced to prepositional phrases. A prepositional phrase is a phrase consisting of a preposition and an object, usually a verb or noun, which modifies the object. For example: The grey car in the corner. This step focuses on recognising and using prepositional phrases as another way to create an expanded noun phrase.  
Focused Questions  
• Underline the preposition phrase in this sentence.

### Writing Objectives

Write an new story 'The Day Box'

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell many of the Year 3 and 4 statutory spelling words correctly.

## Week 9



**Text**

**Non-Fiction**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can use dictionaries to check the meaning of words that I have read.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can compare different genres and styles.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

**Spelling**

**Suffix – ous**

- Courageous
- Outrageous
- Serious
- Obvious
- Curious
- Hideous
- Spontaneous
- Courteous
- Disastrous
- glamorous

**Grammar and Punctuation objectives**

**Using expanded noun phrases** In the previous steps, children have been introduced to different ways of creating an expanded noun phrase.

- In this step, children will use expanded noun phrases in a variety of ways, using their prior learning.
- Focused Questions
- Add an expanded noun phrase to this sentence which contains a preposition phrase.
  - Change this expanded noun phrase to include a modifying adjective.

**Writing Objectives**

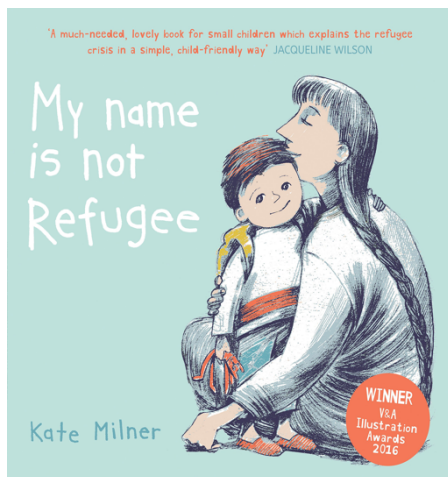
Write a biography for Joan Procter

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.

- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.

## Week 10

### **Text**



### **Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets..
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

### **Spelling**

#### **Statutory list - random**

Complete  
Opposite  
Experiment  
Naughty  
Grammar  
Knowledge  
Favourite  
Caught  
Promise  
occasion

### **Grammar and Punctuation objectives**

**Word families** Word families are common words which share the same root word and are related in form and meaning. Most children should be familiar with word families from Year 3, and be able to recognise known suffixes and identify the root word. Children should also be able to use root words and definitions of known suffixes to help them work out the meaning of words within word families. In this step, children will revisit how to identify root words, in addition to recognising and using word families. Focused Questions. Identify the root word in each of the word families below. Explain the meaning of the root word when a particular prefix or suffix is added.

**Words ending in '-sure', '-ture' or '-cher'** Having recapped word families and root words in the previous step, children can now begin selecting the correct endings to match root words. In this step, children will focus upon spelling '-sure', '-ture' or '-cher'. They will begin to recognise the correct spelling for words with endings sounding like /ʒə/ or /tʃə/ and use them in their own writing, in addition to identifying where the sounds have been spelt incorrectly (for example, teacher and teature). Focused Questions. Which spelling of the sound /tʃə/ should be used in the following words? Change the words by adding the correct endings.

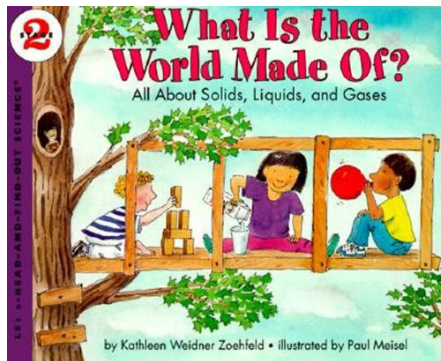
## Writing Objectives

Write a diary as the little boy.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.

## Week 11

### Text



And infographic posters.

### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can use dictionaries to check the meaning of words that I have read.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout.

### Spelling

#### **Homophones and near homophones**

Weather  
Whether  
Whose  
who's  
accept

### Grammar and Punctuation objectives

**Adding '-ation', '-sion', '-ssion', '-tion' or '-cian'** In this step, children will move on to focus upon the suffixes '-ation', '-sion', '-ssion', '-tion' or '-cian'. They will begin to recognise these endings, correctly identify the root word and use them in their own writing by spelling them correctly. Focused Questions. Which spelling of the sound /jən/ fits with the following root words? Identify the root word in each of these words.

except  
reign  
rein  
dear  
deer

**Using suffixes** Children have covered word families, root words and suffixes in the previous steps. In this step, they will use all suffixes for Year 4. These include the suffixes from the previous steps, in addition to words ending in '-ly' or '-ous', and suffixes beginning with vowel letters added to words of more than one syllable. Focused Questions. Change the words by adding the correct suffix (some incorrect suffixes added to words, or words without suffixes)

### Writing Objectives

Create an explanation poster/leaflet about solids, liquids and gases.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.

## Week 12

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.

### Spelling Consolidating.

### Grammar and Punctuation objectives

This week should be used to recap on the objectives covered this term and to assess understanding.

All words practised at random this half term and then assessed on the fifth day.

### Writing Objectives

Write a letter from Grandad to Syd about how he is getting along on the island.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I can spell homophones correctly, e.g. which and witch.

### Week 13

#### Spelling **Consolidating.**

All words practised at random this half term and then assessed on the fifth day.

This week has been left blank to allow for faith week activities, engineering week etc.



## Summer Term

### Week 1

#### Text

#### Earth week

Always 22<sup>nd</sup> April so change weeks around accordingly.



#### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can read books that are structured in different ways and for a range of purposes.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

#### Spelling

#### Recap – Spring Term

Weather  
Whether  
Serious  
Obvious  
Completion  
Dangerous  
Mountainous  
Tongue

#### Grammar and Punctuation objectives

**Were' or 'Was' and 'Did' or 'Done'** Standard English is the form of the English language that is nationally accepted as the usual correct form and does not use any slang. There is, however, some grammatical variation according to regional dialects. In this step, comparisons will be made between the use of the words were and was, and did or done. Were and was are the two simple past forms of the verb 'to be'. Was is used for singular (I/he/she/it was), and were is used for plural (we/you/they were). The second person singular is an exception which uses were. Did is the simple past form of the verb 'to do' (for example, I did my homework), whereas done is the past participle of the verb 'to do' which is used to create the perfect form of tenses (for example, I have done my homework in the present perfect tense). Children will identify when these words have been



Antique  
Expression

used correctly, in addition to recognising the difference between standard and non-standard English. Children will be able to write sentences using the appropriate words in different standard English sentences.

Focused Questions

- Which word is correct in the sentence below, were or was/did or done?
- Is this sentence written in standard English? How do you know?
- Add the correct word to the sentence so that it becomes standard English.
- Insert the correct word in the standard English sentence below.

### Writing Objectives

Write a persuasive letter to the Prime Minister on saving the environment.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I can spell homophones correctly, e.g. which and witch.

## Week 2

Text

<https://www.tes.com/teaching-resource/ks2-history-sutton-who-sutton-hoo-activity-6322657>



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can use dictionaries to check the meaning of words that I have read.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

**Spelling**  
**Suffix -ly**  
Basic  
Basically  
Frantic  
Frantically  
Dramatic  
Dramatically  
Historic  
Historically  
Optimistic  
optimistically

**Grammar and Punctuation objectives**

**'I' or 'Me'** In this step, comparisons will be made between the words I and me which are both pronouns. I is a nominative pronoun which means it is the subject of a sentence (I went to the shop), whereas me is an object pronoun, meaning it is the direct or indirect object of the verb in a sentence (He gave me a book). Children will identify when these words have been used correctly, in addition to recognising the difference between standard and non-standard English. Children will be able to write sentences using the appropriate words in different standard English sentences. Focused Questions. Insert I or me in the sentence below to make it standard English. Remove one of the subjects in the sentence to decide if I or me should be used. For example, Adam and I ate popcorn vs Adam and me ate popcorn. Removing the subject Adam, it is clear to see which pronouns should be used (I ate popcorn). Identify the correct word in each of these sentences to make the sentences standard English. What is the subject/object of the sentence?

**Have' not 'Of' and 'These/Those' not 'Them'** In this step, children will recognise and understand the difference between using have not of, and these not them. Have and of are commonly confused when modal verbs(will/would/could/should/might/must) are followed by the verb 'to have'. When these words are contracted (should've), they sound more like should of, hence the confusion and grammatical error. These and them are commonly confused due to variations in regional dialects (for example, Them people are looking at me versus These people are looking at me). Them and these are both pronouns. Them is an object pronoun and so it is the direct or indirect object of the verb in a sentence. These and those are demonstrative pronouns which can function as both the subject and object of a sentence, replacing the noun, e.g. These (toys) are her toys. Children will identify when these words have been used correctly, in addition to recognising the difference between standard and non-standard English. Children will be able to write sentences using the appropriate words in different standard English sentences. Focused Questions. Tick the sentence which uses standard English. Match the words to the standard English sentences, e.g. We could \_\_\_\_ fun (of or have) Identify the noun that the word these could be referring to.

**Writing Objectives**

Create an information leaflet for visitors to Sutton Hoo

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.

- I can spell homophones correctly, e.g. which and witch.
- I can spell many of the Year 3 and 4 statutory spelling words correctly.

## Week 3

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can use dictionaries to check the meaning of words that I have read.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

### Spelling

#### Prefix – sub, anti and auto

- Subdivide
- Subheading
- Submarine
- Submerge
- Antiseptic
- Anticlockwise
- Antisocial
- Antibiotic
- Autobiography
- Autograph

### Grammar and Punctuation objectives

**Identifying paragraphs** In Year 3 Summer Block 2, children were introduced to paragraphs in narrative, reports and biographies. This step builds on previous learning, allowing children to identify paragraphs within different fiction and non-fiction texts. Paragraphs are used to break up a piece of writing, making it easier to read. Ideas are grouped together, with a new paragraph starting with a new idea. For example: In a fiction text, the first paragraph may start with the introduction of a character. The second paragraph may describe a part of the setting. In a non-fiction text, the first paragraph may introduce the topic and the second may provide an explanation of the topic. The first line of a new paragraph may be indented, or there may be line break from the last sentence of the previous paragraph. Focused Questions. How many paragraphs are in this piece of writing? How do you know that a new paragraph should begin here?

**Using fronted adverbials in paragraphs** In the previous step, children have focused on identifying paragraphs in fiction and non-fiction writing. In this step, children will learn to use fronted adverbials to link ideas in and across paragraphs. A fronted adverbial is an adverbial which is placed at the beginning of a sentence, describing the action which follows. Fronted adverbials are especially useful in non-fiction writing but can also be used in narrative. Fronted adverbials are used to organise a piece of writing by linking ideas, guiding the reader through a thought process or a sequencing of events. To link ideas across different paragraphs, a fronted adverbial may be used at the start of a paragraph to follow on from the previous. For example: In my view.../I agree that.../Therefore... etc. To guide the reader through the writers thoughts or to sequence events, a fronted adverbial can be used at the beginning of the paragraph or during. For example:

Firstly.../Secondly.../Finally... etc Focused Questions. Choose a fronted adverbial to link this paragraph to the previous one. Change the fronted adverbial to change the meaning.

### Writing Objectives

Write the next person's story.

- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.

## Week 4

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can compare different genres and styles.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

**Spelling**

**Statutory list - random**

Purpose

Straight

Surprise

Therefore

Pressure

Peculiar

Heard

Important

Interest

consider

**Grammar and Punctuation objectives**

**Using Pronouns and Conjunctions in Paragraphs** This step focuses on using pronouns and conjunctions within paragraphs.

Pronouns are used in paragraphs to avoid repetition. For example: When writing about a person named Millie, 'Millie' can be replaced by 'she' to avoid overusing the name. Common pronouns are I, he, she, they, them etc. Conjunctions such as and, so, if and because are used to link ideas across a sentence. For example: Parents are asked to sign up for Parents' Evening in advance because some times will be very popular. Focused Questions. Replace the proper noun with a pronoun to avoid repetition. Which pronoun can replace this proper noun? Use a conjunction to link sentences together which contain a similar theme.

**Writing Objectives**

Rewrite the story as a descriptive, 3<sup>rd</sup> person narrative.

- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration, etc.

## Week 5

### **Text**



### **Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

### **Spelling**

#### **Prefix -inter**

Interact  
Intercity  
International  
Interrelated  
Interchange  
interconnected  
internet  
intermediate  
intermission  
interweave

### **Grammar and Punctuation objectives**

**Using speech in paragraphs** This step focuses on the use of speech in paragraphs. Children should be familiar with the punctuation of speech from their previous learning in Year 3 Spring Block 3 and Year 4 Spring Block 2. When using direct speech, the first speaker continues within the original paragraph. Subsequent speakers require a new line, and therefore a new paragraph. Indirect speech does not require a new paragraph. Focused Questions. Show where a new paragraph should start in this passage of speech. When should you begin a new paragraph when writing direct speech?

### **Writing Objectives**

Write a newspaper report on the events of the story for the Fairytale Times

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.



- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.

## Week 6

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

### Spelling

#### **Consolidating**

All words practised at random this half term and then assessed on the fifth day.

### Grammar and Punctuation objectives

**More than one paragraph** In the previous steps, children have learned about using fronted adverbials, pronouns and speech in paragraphs. This step consolidates this learning, giving children the opportunity to apply their learning in a piece of writing with more than one paragraph. Focused Questions Could you add a device which shows a link between the first and third paragraph?

What is wrong with how this piece of writing has been organised? Are ideas grouped together in each paragraph?

**Sequencing paragraphs** In this step, children will learn to sequence paragraphs into a logical order. Children will discover that in some instances, the order of the paragraphs can change and still make sense, without compromising on the flow of the writing.

The use of fronted adverbials can be useful in determining the sequence of paragraphs. For example: Firstly, secondly, next, finally. Focused Questions. Re-order these paragraphs so that they make sense. Can they be re-ordered again and still make sense? How do you know that these paragraphs should be in this order?

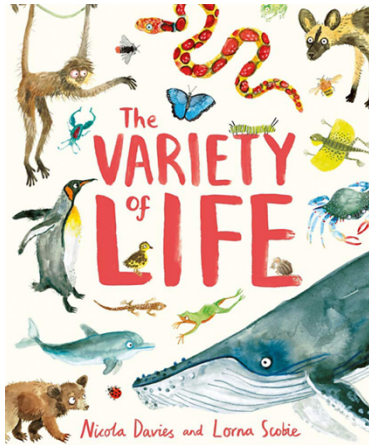
## Writing Objectives

Write a letter as Red Riding Hood to her neighbours, urging and persuading them to help.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell most of the Year 3 and 4 statutory spelling words correctly.

## Week 7

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can use dictionaries to check the meaning of words that I have read.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can identify main ideas drawn from more than one paragraph.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

### Spelling

#### **Possessive apostrophes with plural words**

girls'  
boys'  
babies'  
houses'  
sisters'  
trolleys'  
potatoes'

### Grammar and Punctuation objectives

**Consolidating determiners** As this is a consolidation block, it provides a more general overview of previously detailed learning covered in Lower KS2. This step consolidates the use of definite and indefinite articles as well as other determiners which precede nouns to indicate what is being referred to. Children should be reminded that the indefinite article 'a'/'an' is used to refer to something in general or something unknown, whereas the definite article 'the' refers to something specific or known. Children should recognise types of determiners such as demonstrative (that, these, which); quantifiers (e.g. one, many, half)

pizzas'  
buses'  
arches'

and possessive (e.g. his, their, its) and should be able to use these accurately in their writing. Focused Questions. Identify the type of article or determiner that has been used in each sentence. Is this word an adjective or a determiner?

**Consolidating coordinating conjunctions** This step consolidates the use of coordinating conjunctions, which are used to extend sentences and join two main clauses together. The most common coordinating conjunctions are 'and', 'but', 'or' and 'so', but children need to be reminded of the less common coordinating conjunctions 'for', 'nor', and 'yet'. Children should be encouraged to use these in their writing and be able to explain their choice of conjunction when joining two main clauses together. Focused Questions. Why has this coordinating conjunction been used in the sentence? What meaning does it express?

Has the coordinating conjunction been used correctly to join the two clauses together? Join the different clauses together choosing the most appropriate conjunction.

**Consolidating subordinating conjunctions** This step consolidates the use of subordinating conjunctions expressing time, place and cause to extend sentences and add more information. The subordinating conjunctions and the additional information forms a subordinate clause, which must include a verb and a noun (or pronoun). A subordinate clause does not make sense on its own and must be linked to a main clause. The most commonly used subordinating conjunctions are because, when, if and that. Children need to be reminded that other

words are also used as subordinating conjunctions, such as before, after, while and although and these should follow the same rules of a subordinate clause. For example; before is also a preposition. Children should recognise when before is being used as a subordinating conjunction, e.g. before he went to bed versus before the show. Focused Questions. Join two sentences together using a subordinating conjunction. Choose a subordinating conjunction, replacing what is already in the sentence, to change the meaning.

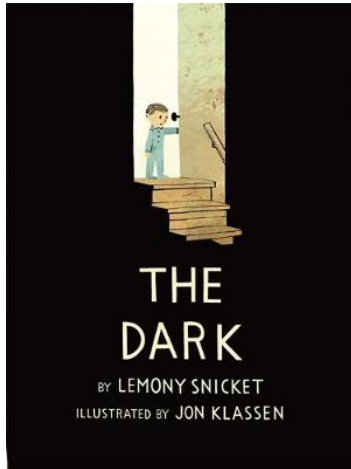
### Writing Objectives

Choose a species to write their own page on.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell most of the Year 3 and 4 statutory spelling words correctly.
- I consistently use a neat, joined, handwriting style.

## Week 8

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

### Spelling

#### **Possessive apostrophes with plural words**

children's  
people's  
men's  
mice's  
women's  
geese's  
fishermen's  
oxen's  
teeth's  
police's

### Grammar and Punctuation objectives

**Consolidating Adverbs** This step consolidates the use of adverbs children should be familiar with using in their writing. Children should understand that adverbs can add different information to a sentence, including explaining how, how often, when, where and why. Children should be reminded that the most common way to form adverbs is to add -ly to an adjective but should understand that this is not the only way. Children should be able to use adverbs in their writing and explain why they have chosen a specific adverb to describe the verb in that sentence. Focused Questions. Tick the sentence that is using the correct type of adverb/the adverb correctly. Does the sentence below contain any adverbs? If so, what type of adverb has been used?

Rewrite the sentence below moving the adverb to a different place. Group these adverbs according to what they describe.

**Consolidating prepositions** This step consolidates the use of prepositions and prepositional phrases to express the relationship between a noun or pronoun to another part of the sentence, usually explaining the physical location of something in relation to something else. Children should be familiar with the job of a preposition and be able to use these accurately in their writing.

They should also be confident with recognising and using prepositional phrases by adding objects (noun, pronoun or noun

phrase) to the preposition, e.g. under the table. Focused Questions Identify the preposition/prepositional phrase in the sentence. Show where the given preposition would fit best in the sentence. What is the job of the preposition in this sentence? What does it tell us? Explain why the preposition 'in' cannot be used to complete both these sentences: John jumped \_\_\_\_\_ the pool/The dog jumped \_\_\_\_\_ the grass.

**Consolidating speech** This step consolidates the use of speech in writing including how to accurately punctuate direct and indirect speech and converting between the two. Children should know that in direct speech, the first spoken word begins with a capital letter and that punctuation is required before the closing inverted commas. The punctuation mark is dependent on the words being spoken and the way they are said. Examples of speech with different punctuation marks include; The football fans shouted, “Come on you blues!”; Isla asked, “Can I borrow a pencil please?” Focused Questions. Match the direct speech to its indirect equivalent. Has the direct speech been accurately punctuated? Complete the speech bubble using the sentence that contains indirect speech.

### Writing Objectives

Rewrite the story in first person as Laszlo, with greater description.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others’ writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’, etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell most of the Year 3 and 4 statutory spelling words correctly.

## Week 9

### Text

<https://www.literacyshed.com/the-poetry-shed.html>



**Streamschool animated Hungarian Poem.**

### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can compare different genres and styles.
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can recognise different forms of poetry (performance poetry, Kennings and rhyming poetry).
- I can ask relevant questions to improve my understanding of the text.
- I can justify inferences with evidence.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.

### Spelling

#### **Statutory list - random**

Address  
Believe  
Business  
Complete  
Different  
Eighth  
Experience  
Increase  
Island  
medicine

### Grammar and Punctuation objectives

**Consolidating tenses** This step consolidates the use of the simple past, simple present and present perfect tense. Children should be able to confidently determine when to use the simple past or the present perfect tense. The simple past describes an action which has begun and ended in the past. The present perfect tense describes an event or action which has happened in the past at an unspecified time, or an action that began in the past but is continuing in the present and is formed using the auxiliary verb have or has, followed by the past participle. Children should be able to recognise and use all three tenses appropriately in their writing. Focused Questions. Sort sentences according to what tense they are written in. Rewrite the two sentences swapping their tenses over. Write a sentence containing two clauses, one in the present perfect tense and one in the simple past; e.g. Even though I have just styled my hair, I walked outside in the rain.

**Consolidating noun types** This step consolidates the use of different types of nouns (common, collective, proper, concrete and abstract) and how to recognise and use these accurately in writing. Common nouns include everyday objects, people, places, animals etc. They do not require a capital letter. Collective nouns refer to groups of things or people. For example; a swarm of bees. Proper nouns are names given to specific people, places etc. They always require a capital letter. For example; I am going to meet Isaac. A concrete



noun describes things that can be seen or touched. For example; dog, table, teacher. While abstract nouns refer to things which cannot be seen or touched such as emotions, feelings, ideas or time. For example; morning, excitement, bravery. Focused Questions. Identify the concrete noun and replace it with a pronoun. Replace the pronoun with an abstract noun. Compare sentences to see which uses the collective noun accurately.

**Consolidating root words prefixes and suffixes** This step consolidates the use of root words, prefixes and suffixes and recognising word families as groups of words with common root words. Children should have a clear understanding of how these words are related to each other both in form and meaning. They should also recognise partial root words, e.g. bi meaning two; auto meaning self and understand that these add prefixes and suffixes to create recognisable English words, e.g. bicycle, bilingual. Although these words may have different meanings, they are related to the original root word. Children should know that the meaning of words can be worked out by using the root word and the definition of the prefix and/or suffix. Children should also know that spellings of words can be broken down using partial or whole root words and adding the appropriate prefix or suffix. Focused Questions. Which word has the root word underlined? Choose a prefix to change the word to match the definition, e.g. bicycle – a three wheeled cycle. Match the words to their families.

### Writing Objectives

Children to create their own imagery poem using landscape pictures.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell most of the Year 3 and 4 statutory spelling words correctly.

## Week 10

### **Text**



### **Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can compare different genres and styles.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

### **Spelling**

#### **Consolidating**

All words practised at random this half term and then assessed on the fourth day.

### **Grammar and Punctuation objectives**

**Consolidating fronted adverbials** This step consolidates how to use fronted adverbials as a way of varying writing and making it more interesting to a reader. Children should understand that fronted adverbials provide clarity in a sentence and explain how, when or where something happens. Children should know that almost all fronted adverbials are followed by a comma even if it is only one word, e.g. Yesterday, I went to the shops and that exceptions to this rule are extremely rare. Writers may choose to omit the comma to change the pace if the sense is not lost e.g. Suddenly it started, but more often a comma would follow the fronted adverbial. Focused Questions. Write a sentence using a fronted adverbial that tells the reader where something happened. Replace the fronted adverbial in this sentence to change the order of events. Which sentence contains the correct fronted adverbial to answer the question.

### **Writing Objectives**

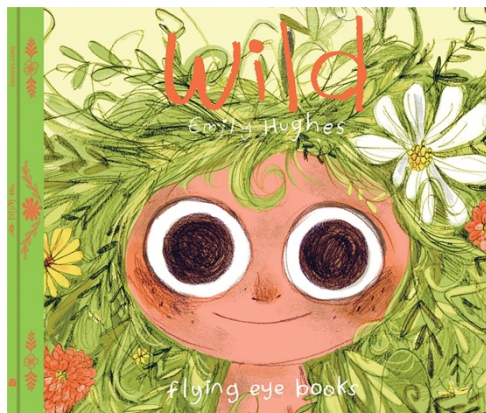
Re-write the opening of the story up until the alien lands.

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I write narratives with a clear beginning, middle and end with a coherent plot.
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed settings, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.

- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell most of the Year 3 and 4 statutory spelling words correctly.

## Week 11

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, expanding on my ideas.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

### Spelling

End of year (statutory words) assessment of first half of words.

### Grammar and Punctuation objectives

**Consolidating apostrophes** This step consolidates the recognition and use of apostrophes to demarcate possession and contraction and for plural possession as well as knowing when apostrophes are not needed. Children should also be reminded that when a noun is substituted with a pronoun, the possessive pronouns do not need apostrophes. Possessive pronouns featured include its, his, hers, ours and theirs. Focused Questions. Circle any words that need an apostrophe and underline any words that have used an apostrophe which don't need one. Why has an apostrophe been used in the sentence below? Re-write this sentence so that the apostrophes are not needed, e.g change can't to can not. Re-write this sentence so that it uses apostrophes accurately.

**Consolidation of writing paragraphs in standard and non-standard English** This step consolidates the use of Standard English and devices for structuring paragraphs. Children should know that paragraphs are used to break up a piece of writing, making it easier to read. Ideas are grouped together, with a new paragraph starting with a new idea. For example: In a fiction text, the first paragraph may start with the introduction of a character. The second paragraph may describe a part of the setting.

The first line of a new paragraph may be indented, or there may be line break from the last sentence of the previous paragraph. This step offers an opportunity for children to work on their writing by developing, improving and redrafting sentences. This should include expanding sentences by adding conjunctions, noun phrases, fronted adverbial phrases, as well as making changes to vocabulary, tense, addition of pronouns to replace nouns and changes in word order to produce an improved version. Focused Questions. Change any words in the following sentences so that it is written in standard English.

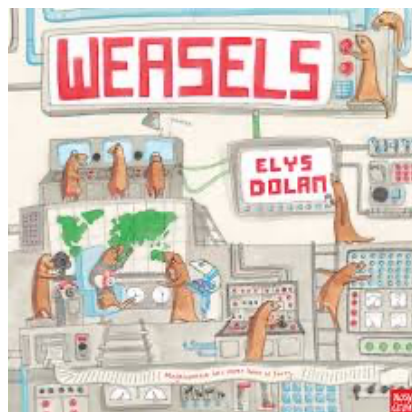
Improve two sentences by adding an adverbial and/or noun phrase. Create a subheading for the new paragraphs.

### Writing Objectives

Write two short diary entries as the psychologists (One when the girl first arrives and one as she leaves)

- I proof-read confidently and amend my own and others' writing in order to improve it.
- I can create more detailed, characters and plot in narratives to engage the reader.
- I consistently organise my writing into paragraphs around a theme.
- I maintain an accurate tense throughout a piece of writing.
- I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done', etc.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use all the necessary punctuation in direct speech mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell most of the Year 3 and 4 statutory spelling words correctly.

### Week 12

**Text****Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can discuss my understanding of a text, expanding on my ideas.
- I can compare different genres and styles.
- I can discuss words and phrases linked to the Year 4 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

**Spelling**

End of year (statutory words) assessment of second half of words.

**Grammar and Punctuation objectives**

This week should be used to recap on the objectives covered this term and to assess understanding.

**Writing Objectives**

Write instructions on how to get world domination!

- I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- I proof-read confidently and amend my own and others' writing in order to improve it.
- I maintain an accurate tense throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for singular and plural possession with increasing confidence.
- I expand noun phrases regularly, including prepositional phrases, e.g. the strict teacher with curly hair.
- I am beginning to use subordinating conjunctions to create subordinate clauses and complex sentences.
- I use fronted adverbials, e.g. As quick as a flash; Last weekend, demarcated with commas.
- I can spell most of the Year 3 and 4 statutory spelling words correctly.

## Week 13

### Spelling

Spelling scheme complete. Use this week to address tricky spellings and consolidate on prior learning

This week has been left blank to allow for faith week activities, engineering week etc.