|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year Four** | **Books** | **Theme: Growing Together** The Promise by Nicola DavisChristophe’s story by Nicki Cornwell. **Roald Dahl Week:** BFG**Poetry Week:** Firework night by Enid BlytonLeisure by W.H. DaviesThe Eagle by Alfred Lord Tennyson**Black History Month:** The Place for Me: Stories about Windrush generation Michelle Obama by Anna Doherty Anisha Accidental Detective by Serena Patel | **Theme: Based on the Romans**Escape to Pompeii by Christina Balit (creative writing, setting description, diary entry)The Iron Man by Ted Hughes  | **Theme: Friendship****Books:** Charlotte’s Web by E.B. White **Poetry Week:** Roger McGough and Gina Douthwaite **Mental Health Week**: ‘What to do when you worry too much’ by Dawn Huebner  | **Theme: Crime and punishment**The Street Child by Berlie DohertyWangari’s Trees of Peace: A True Story from Africa(International Women’s Day) | **Theme: friendship**Varjak Paw by S F SaidCloud Boy Marcia Williams**Theme: Environmental Issues**Red Alert by Catherine BarrHow to Help a Hedgehog and Protect a Polar Bear by Jess FrenchWhy Water’s Worth it Lori Harrison**Poetry Week:** Grace Nichols Collected PoemsMichael Rosen  | **Theme: Local History****Books:** The Vile Victorians by Terry Deary (Horrible Histories)Bringing history alive through Local People and Places by Lynne Dixon and Alison Hales |
| **Reading****(Word Reading & Comprehension)** | For children who are working towards the expected standard we use PM Benchmarking to assess their children’s word reading and comprehension ability. Children are then given Oxford Reading Tree Reading books to match their ability We use NFER reading assessment to assess children’s reading comprehension ability. We promote reading for pleasure and children have a free choice of books to take home. |
| **Destination Reader** | Destination Reader allows children to access real books of a high quality that are engaging and exciting. As talk is made central, partner reading is continued and children are given ample opportunities to discuss books with their partners. Children practise seven key skills identified within the national curriculum to support the reading and understanding of a wide range of texts. The skills are: predicting, making connections, asking questions, evaluating, inferring, summarising, clarifying. |
| **Writing (Transcription- Spelling)** | -spelling lots of homophones correctlyadding suffixes beginning with vowel letters to words of more than one syllable  | using the possessive apostrophe with regular and irregular plurals. The /ɪ/ sound spelt y elsewhere than at the end of words (for example: myth, pyramid, gym) | Prefixes: un–, the prefixes dis– and mis– have negative meanings. The suffix –ation The suffix –ly  | The suffix –ous  | Homophones and near-homophones (English Appendix 1 NC) | Consolidation of Year 4 curriculum |
| **Writing (Transcription - Handwriting)** | We follow the Penpals handwriting programme |
| **Writing (Composition)** | organising paragraphs around a theme creative writing and setting descriptionpoetry writing | non-narrative material, using simple organisational devices [for example, headings and sub-headings]  | creating settings, characters and plot evaluate and editing skills proof-reading for spelling and punctuation errors  | evaluate and editing skills proof-reading for spelling and punctuation errors  | creative writing and setting descriptionediting skills and evaluating with a partner and a teacher | Consolidation of Year 4 curriculum |
| **Writing (Vocabulary, grammar and punctuation )** | Revision of work done in previous yearsUse of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list  | Noun phrasesFormation of **nouns** using **suffixes** such as –*ness*, *–er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as *–ful*, *–less*Contractions. | Fronted adverbials Paragraphs to organise ideas around a theme Pronoun and noun | determinerpronoun, possessive pronoun adverbial  | Apostrophes to mark plural possession [for example, *the girl’s name*, *the girls’ names*]  | Consolidation of Year 4 curriculum and grammar from English Appendix 2 in NC document. |