

YEAR	Term	Range
4	Autumn	Fiction and Poetry: historical stories and short novels; playscripts; poems based on common themes e.g space, school, animals, families, seasons, feelings, viewpoints etc Non-Fiction: a range of text types and forms from reports and articles in newspapers and magazines (online and hard copy)

<p>Speaking and Listening</p> <p><i>Children should be taught:</i></p> <p>Speaking</p> <ol style="list-style-type: none">to use and reflect on some ground rules for dialogue <i>e.g. making structured and extended contributions, speaking softly, making meaning explicit and listening actively</i> <p>Listening</p> <ol style="list-style-type: none">to compare the contributions of music, words and images in short extracts from TV programmes / adverts <i>e.g. analysis of the narrator's voice and which qualities contribute to impact?</i> <p>Group Discussion and Interaction</p> <ol style="list-style-type: none">to take different roles in groups and use language appropriate to them , including roles of leader, reporter, scribe <p>Drama</p> <ol style="list-style-type: none">to comment constructively on plays and performances discussing effects and how they were achieved <p>Grammar, Punctuation and Core Vocabulary</p> <p><i>Children should be taught:</i></p> <ol style="list-style-type: none">to re-read own work to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and suggest alternativesto revise work on verbs from previous years and to investigate verb tenses (past, present and future)<ol style="list-style-type: none">compare sentences from narrative and non-fiction <i>e.g. narrative in past tense, explanations in present tense, forecasts in the future tense</i>develop an awareness of how tense relates to purpose and structure of the textto understand the term “tense” (that it refers to time) in relation to verbs and use it appropriatelyunderstand that one test of whether a word is a verb is whether or not its tense can be changedto identify the use and impact of powerful verbsto identify adverbs and understand their functions in sentences through:<ol style="list-style-type: none">identifying common adverbs with –ly suffix and discussing their impact on a sentencenoticing where they occur in a sentence and how they are used to qualify the meanings of verbscollecting and classifying examples of adverbs <i>e.g. for speed, for light</i>investigating the effects of substituting adverbs in clauses or sentencesusing adverbs with greater discrimination in their own writingto practise using commas to mark grammatical boundaries within sentences <p>Spelling</p> <p><i>Children should be taught</i></p> <ol style="list-style-type: none">to distinguish between the spelling and meaning of homophones;to investigate, collect and classify spelling patterns related to the formation of plurals;to collect and spell two-syllable words containing double letters <i>e.g. kettle, bubble</i>to spell regular verb endings –s, -ed, -ingto spell irregular verb tense changes <i>e.g. go/went</i>to recognise and spell the suffixes –al, -ary, -ic, -ship, -hood, -ness, -ment	<p>Reading</p> <p><i>Children should be taught:</i></p> <ol style="list-style-type: none">to investigate how settings and characters are built up from small details and in different ways as well as analysing how a reader responds to these details and ways;to identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict actions;to explore chronology in narrative using written or other media texts, by mapping how much time passes in the course of a story or section; noticing where there are jumps in time, or where some events are skimmed over quickly and others are told in detail;to explore narrative order: identify and map out the main stages of the story following the story mountain approachto prepare, read and perform playscripts, compare organisation of playscripts with stories – how settings are indicated, story lines made clear etcto chart the build up of a play scene <i>e.g. how scenes start, how dialogue is expressed and how scenes are concluded;</i>to compare and contrast poems on similar themes, particularly in terms of their form and language, discussing personal responses and preferences;to find out more about popular authors, poets and use this information to move onto more books by favourite writersto identify different types of non-fiction <i>e.g. by their content, structure, language, vocabulary, style, lay out and purpose</i>to identify non-fiction features in a variety of texts <i>e.g. headings, subheadings, glossaries, diagrams etc</i>to select and examine opening sentences that set scenes or capture interest in non-fiction writingto understand and use the terms fact and fiction and to distinguish the two in their reading of different mediato identify the main features of newspapers in different forms including: lay-out, range of information, voice, formality, organisation, headlines etcto identify the features of instructional writing including:<ol style="list-style-type: none">noting the outcome at the startlisting materials or ingredientsclear set out in sequential stepslanguage of command <p>Core Vocabulary (as previous year plus)</p> <ul style="list-style-type: none">tense (verb)adverbsyllableimperative	<p>Writing</p> <p><i>Children should be taught:</i></p> <ol style="list-style-type: none">to use different ways to plan a story such as notes, diagrams, flow charts, story mapsto plan a story and identify the different stages of its tellingwrite character sketches, focussing on small details to evoke sympathy or disliketo write independently, linking own experiences to situations in historical stories <i>e.g. how would I have responded? What would I do next?</i>to write playscripts using known stories as a basisto write poems based on personal or imagined experiences, linked to poems read. List brief words and phrases, experiment by trimming or extending sentences; experiment with powerful and expressive verbsto use paragraphs in story writing to organise and sequence the narrativeto write in a journalistic / newspaper style about real, imagined and historical events including:<ol style="list-style-type: none">composing headlinesusing computing to draft and editediting work to fit a particular spaceorganising writing into paragraphsto write clear instructions using all conventions learned from readingto improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numberingto write a non-chronological report including the use of organisational features such as numbered lists, headings for conciseness, generalising some of the details and deleting least important details to keep the report concise
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YEAR	Term	Range
4	Spring	Fiction and Poetry: stories / novels about imagined worlds: sci-fi, fantasy adventures, stories in series, classic and modern poetry including poems from different cultures and time periods Non-Fiction: information books on the same subject or theme; explanations
Speaking and Listening <i>Children should be taught:</i>		
Speaking		
1. to respond appropriately to the contributions of others in the light of alternative viewpoints e.g. <i>providing evidence to maintain their view or modifying their views because of what others have said</i> ;		
Listening		
2. to listen to a speaker, make notes on the talk and use the notes to develop a role play e.g. <i>listen to a speaker about a character in history and then improvise a role play of the character based on this</i> ;		
Group Discussion and Interaction		
3. to use time, resources and group members efficiently by distributing tasks, checking progress and making back up plans;		
Drama		
4. to develop scripts based on improvisation		
Grammar, Punctuation and Core Vocabulary <i>Children should be taught:</i>		
1. to use awareness of grammar to decipher new or unfamiliar words e.g. <i>to predict from the text; to read on, leave a gap and re-read</i> ;		
2. to revise and extend work on adjectives from Year 3 Term 2 and to link it to work on expressive and figurative language in stories and poetry: a. constructing adjectival phrases and recognising them in reading b. examining comparative and superlative adjectives; c. comparing adjectives by scales of intensity e.g. <i>hot, warm, tepid, lukewarm, chilly, cold etc</i> d. relating adjectives to adverbs which indicate degrees of intensity e.g. <i>very, quite, more, most etc</i> and investigating words which can be intensified in these ways and words which cannot		
3. to use the apostrophe accurately to mark possession through: a. identifying possessive apostrophes in reading and to whom or what they refer; b. understanding basic rules for apostrophising singular nouns e.g. <i>the man’s hat</i> ; for plural nouns ending in “s” e.g. <i>the doctors’ surgery</i> and for irregular plural nouns e.g. <i>children’s playground</i> ; c. distinguishing between uses of apostrophe for contraction and possession; d. beginning to use the apostrophe appropriately in their own writing		
4. to understand the significance of word order e.g. some re-orderings destroy meaning; some make sense but change the meaning; sentences can be reordered to retain meaning (sometimes by adding words); subsequent words are governed by preceding words		
5. to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their own writing where each is more effective		
6. to use alternative words and expressions which are more accurate or interesting than common choices		
Reading <i>Children should be taught:</i>		
1. to understand how writers create imaginary worlds, particularly where this is original or unfamiliar such as Science Fiction settings and to recognise how a writer has evoked the setting through details such as vocabulary choice, sentence structures etc		
2. to understand how settings influence events and incidents in stories and how they affect character behaviour;		
3. to compare and contrast settings across a range of stories; to evaluate, form and justify preferences;		
4. to understand how the use of expressive and descriptive language can create moods, arouse expectations, build tension, describe attitudes or emotions;		
5. to understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative / descriptive examples; locate the use of simile;		
6. to identify clues which suggest poems are older such as language use, vocabulary and archaic words;		
7. to identify different patterns of rhyme and verse in poetry e.g. choruses, rhyming couplets, alternate rhyming lines and to read these aloud effectively;		
8. to review a range of stories, identifying authors, themes or treatments		
9. to recognise how certain types of texts are targeted at particular readers; to identify the intended audiences e.g. <i>junior horror reader</i>		
10. to appraise a non-fiction book for its contents and usefulness by scanning features		
11. to prepare for factual research by using KWL		
12. to scan text in a variety of media to locate key words and phrases, useful headings and key sentences and use these as a tool for summarising text;		
13. to mark extracts by annotating and selecting key headings, words or sentences;		
14. to identify how and why paragraphs are used to organise and sequence information		
15. to identify from examples the key features of explanatory texts; a. purpose: to explain a process or answer a question b. structure: intro followed by sequential explanation, organised into paragraphs c. language features: usually present tense; use of connectives of time and cause and effect, use of passive voice d. presentation: use of diagrams and other illustrations or photos		
Core Vocabulary (as previous year plus)		
<ul style="list-style-type: none">commasapostrophesuffixescompound wordspluralsingularpluralisationprefixadjectives		
Writing <i>Children should be taught:</i>		
1. to apply phonological, graphic knowledge and sight vocabulary to spell words correctly through shared and guided reading;		
2. to develop settings in their own writing making use of adjectives and figurative language as well as learned sentence structures to describe the settings effectively;		
3. to write poetry based on the structure and/or style of poems read e.g. <i>taking into account vocabulary, archaic expressions, patterns of rhyme, choruses, similes</i>		
4. to collaborate with others to write stories in chapters using plans with particular audiences in mind;		
5. to write own examples of descriptive, expressive language based on examples read: Link to work on adjectives and similes		
6. notemaking: to edit down a sentence or passage by deleting the less important elements e.g. <i>repetition, asides, secondary considerations</i> and discuss the reasons for their editing choices		
7. to make short notes by abbreviating ideas, selecting key words, listing or diagramming		
8. to fill out brief notes into connected prose;		
9. to collect information from a variety of sources and present it in one simple format such as a wall chart, writing skeleton, labelled diagram etc		
10. to improve the cohesion of written explanations through paragraphing and the use of linking phrases and topic sentences as well as organisational devices such as sub-headings and numbering;		
11. to write explanations of a process using the conventions identified through reading model texts		
Spelling <i>Children should be taught</i>		
1. to investigate and spell words with common letter strings		
2. to understand how suffixes change the function of a word e.g. <i>by adding –ed can change the tense; by changing beauty to beautiful and adjective has been made from a noun</i> ;		
3. to investigate what happens to words ending in “f” when suffixes are added;		
4. to recognise and spell the common prefixes e.g. “al-“		

YEAR	Term	<div>Range</div> <div>Fiction and Poetry: stories / short novels that raise issues e.g. bullying, bereavement, injustice etc.; stories by the same author; stories form different cultures; poetry in different forms e.g. haiku, cinquain, couplets, songs, free verse, rhyming forms etc.</div> <div>Non-Fiction: Persuasive and Discursive writing; adverts, circulars, TV and radio ads, flyers, discussion texts, debates etc.</div>	
4	Summer		
<div>Speaking and Listening</div> <div>Children should be taught:</div> <div>Speaking</div> <div>1. to tell stories using voice effectively;</div> <div>Listening</div> <div>2. to investigate how talk varies with age, familiarity, gender and purpose e.g. <i>listening for differences between face-to-face and telephone conversations or between job roles</i></div> <div>Group Discussion and Interaction</div> <div>3. to identify the main points of each speaker, compare their arguments and how they are presented</div> <div>Drama</div> <div>4. to create roles showing how behaviour can be interpreted from different viewpoints e.g. <i>presenting characters as they might see themselves or as other characters may see them</i></div> <div>Grammar, Punctuation and Core Vocabulary</div> <div>Children should be taught:</div> <div>1. to use awareness of grammar to decipher new or unfamiliar words e.g. <i>to predict from the text; to read on, leave a gap and re-read;</i></div> <div>2. to understand and use the apostrophe in contracted forms of words (link to spelling - SfS)</div> <div>3. to distinguish the two forms of its (possessive and contracted) and to use these accurately in their own writing</div> <div>4. to investigate the link between meaning and spelling of words when using affixes (SIS)</div> <div>5. to understand that some words can be changed in particular ways and others cannot e.g. <i>changing verb endings, adding comparative endings, pluralisations</i> and that these are important clues for working out word classes;</div> <div>6. to identify common punctuation marks and to respond to them appropriately when reading;</div> <div>7. to understand how the grammar of a sentence alters when the sentence type is altered e.g. <i>when a statement is made into a question, or question becomes an order, a positive statement is made negative etc</i> noting:<div><div>a. the order of words</div><div>b. verb tenses</div><div>c. additions or deletions of words</div><div>d. changes to punctuation</div></div></div> <div>8. to use connectives and connective devices to structure an argument e.g. <i>‘if.....then’; ‘on the other hand...’; ‘finally.....’; use of adverbs, adverbial phrases and conjunctions</i></div> <div>Core Vocabulary (as previous year plus)</div> <div><div><div>• commas</div><div>• conjunction</div><div>• persuasion</div><div>• discussion</div><div>• affix</div><div>• advertisement</div></div><div><div>• summarise</div><div>• connective</div><div>• apostrophe</div><div>• contraction</div></div></div>		<div>Reading</div> <div>Children should be taught:</div> <div>1. to identify social, moral or cultural issues in stories e.g. <i>the dilemmas faced by characters or the moral of a story</i>, and to discuss how the characters deal with them locating evidence in the text to support this;</div> <div>2. to read stories from other cultures by focussing on e.g. <i>differences in place, time, customs, relationships</i>; to identify and discuss recurring themes where appropriate</div> <div>3. to understand how paragraphs or chapters are used to collect, order and build up ideas;</div> <div>4. to understand the following terms and identify them in poems; verse, chorus, couplet, stanza, rhyme, rhythm, alliteration;</div> <div>5. to clap out and count the syllables in each line of regular poetry</div> <div>6. to describe how a poet does or does not use rhyme e.g. <i>every alternate line, rhyming couplets, no rhyme or other patterns of rhyme</i>;</div> <div>7. to recognise some simple forms of poetry and their uses e.g. the regularity of skipping song, the chorus in songs;</div> <div>8. to write critically about an issue or dilemma in a story, explaining the problem, alternative courses of action and evaluating the write’s solution;</div> <div>9. to read further stories or poems by a favourite writer making comparisons and identifying familiar features of the writer’s work;</div> <div>10. to read, compare and evaluate examples of arguments and discussions in different forms and media;</div> <div>11. how arguments are presented e.g. <i>ordering points to link them together so one follows on from another; how statistics, graphs, pictures, diagrams etc can be used to support arguments</i></div> <div>12. to investigate how style and vocabulary are used to convince the audience of a range of different arguments;</div> <div>13. to evaluate advertisements for their impact, appeal and honesty, focussing in particular on how information about the product is presented; exaggerated claims, tactics for grabbing attention, linguistic devices e.g. <i>puns, jingles, word play, alliteration, invented words etc</i></div> <div>14. to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words</div>	<div>Writing</div> <div>Children should be taught:</div> <div>1. to apply phonological, graphic knowledge and sight vocabulary to spell words correctly through shared and guided reading;</div> <div>2. to explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character;</div> <div>3. to write an alternative ending for a known story and discuss how this would change the reader’s view of the characters and events of the original story;</div> <div>4. to write longer stories in chapters from story plans;</div> <div>5. to write poems, experimenting with different styles and structures discussing if and why different forms are more suitable than others;</div> <div>6. to produce polished poetry through revision e.g. <i>deleting words, changing words, reorganising words and lines, experimenting with figurative language</i>;</div> <div>7. to assemble and sequence points in order to plan the presentation of a point of view on an issue;</div> <div>8. to use writing frames if necessary and back up points of view with illustrations and examples;</div> <div>9. to present a point of view in writing e.g. <i>in the form of a letter, newspaper article, news report etc</i> linking points persuasively and selecting style and vocabulary appropriate to the reader;</div> <div>10. to summarise in writing the key ideas from a paragraph or chapter / section;</div> <div>11. to design an advertisement and present it in an imaginative form making use of linguistic and other features drawn from reading, accessing and discussing a range of examples</div> <div>Spelling</div> <div>Children should be taught</div> <div>1. to explore the occurrence of certain letters such as ‘v’ and ‘k’ and some letter strings e.g. ‘wa’ (<i>swat, water</i>), ‘wo’ (e.g. <i>worship, won</i>) and ‘ss’ (<i>goodness, hiss, missile</i>) within words; deduce some of the conventions for using them at the beginnings, middles and endings or words;</div> <div>2. to spell words with common letter strings but different pronunciations e.g. <i>tough, through, trough, plough, hour, journey, could, route, four etc</i></div> <div>3. collect and classify verbs with common roots e.g. <i>advent, invent, prevent, press, pressure, depress, phone, telephone, microphone etc</i></div> <div>4. to practise extending and compounding words through adding parts e.g. <i>–ful, -ly, -ive, -tion, -ic, -ist etc</i></div> <div>5. to recognise and spell the suffixes <i>–ible, -able, -ive, -tion and -sion</i></div>