

**Year 4**

**Autumn Term Overview**

<p><b>Autumn 1 Fiction: Stories in familiar settings</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Autumn 1 Non-Fiction: Diary entry</b>  <b>Purpose:</b> To inform  <b>Audience:</b> Themselves  <b>Form:</b> Diary entry</p>	<p><b>Autumn 2 Fiction: Spooky stories</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Autumn 2 Non-Fiction: Non-Chronological Report (fact file)</b>  <b>Purpose:</b> To inform  <b>Audience:</b> People wanting to learn about Rivers  <b>Form:</b> Fact file</p>
<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</li> <li>• I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.</li> <li>• I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.</li> <li>• I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</li> <li>• I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.</li> <li>• I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.</li> <li>• I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</li> <li>• I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.</li> <li>• I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.</li> <li>• I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</li> <li>• I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.</li> <li>• I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.</li> <li>• I can organise my non narrative writing so that it has headings and sub headings.</li> </ul>

<ul style="list-style-type: none"> <li>• I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.</li> <li>• I can assess my work and that of others and suggest improvements.</li> <li>• I can edit my work by changing the grammar to improve the way my work reads.</li> <li>• I can proof read my writing for spelling and use of punctuation.</li> <li>• I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</li> <li>• I can develop character through description, actions and dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• I can assess my work and that of others and suggest improvements.</li> <li>• I can edit my work by changing the grammar to improve the way my work reads.</li> <li>• I can proof read my writing for spelling and use of punctuation.</li> <li>• I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.</li> <li>• I can assess my work and that of others and suggest improvements.</li> <li>• I can edit my work by changing the grammar to improve the way my work reads.</li> <li>• I can proof read my writing for spelling and use of punctuation.</li> <li>• I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</li> <li>• I can develop character through description, actions and dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• I can assess my work and that of others and suggest improvements.</li> <li>• I can edit my work by changing the grammar to improve the way my work reads.</li> <li>• I can proof read my writing for spelling and use of punctuation.</li> <li>• I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</li> </ul>
<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can explain the difference between the plural and possessive -s.</li> <li>• I can use the correct form of the verb inflection e.g. we were instead of we was.</li> <li>• I can make my writing interesting by using adjectives and other descriptive methods.</li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can explain the difference between the plural and possessive -s.</li> <li>• I can use the correct form of the verb inflection e.g. we were instead of we was.</li> <li>• I can make my writing interesting by using adjectives and other descriptive methods.</li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can explain the difference between the plural and possessive -s.</li> <li>• I can use the correct form of the verb inflection e.g. we were instead of we was.</li> <li>• I can make my writing interesting by using adjectives and other descriptive methods.</li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can explain the difference between the plural and possessive -s.</li> <li>• I can use the correct form of the verb inflection e.g. we were instead of we was.</li> <li>• I can make my writing interesting by using adjectives and other descriptive methods.</li> </ul>

<ul style="list-style-type: none"> <li>• I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news.</li> <li>• I can use paragraphs to organise ideas around a theme.</li> <li>• I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</li> <li>• I can use inverted commas and other punctuation to indicate direct speech.</li> <li>• I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</li> <li>• I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.</li> <li>• I can understand and use the following terms: determiner; pronoun, possessive pronoun; and adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news.</li> <li>• I can use paragraphs to organise ideas around a theme.</li> <li>• I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</li> <li>• I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</li> <li>• I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.</li> <li>• I can understand and use the following terms: determiner; pronoun, possessive pronoun; and adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use paragraphs to organise ideas around a theme.</li> <li>• I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</li> <li>• I can use inverted commas and other punctuation to indicate direct speech.</li> <li>• I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</li> <li>• I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.</li> <li>• I can understand and use the following terms: determiner; pronoun, possessive pronoun; and adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use paragraphs to organise ideas around a theme.</li> <li>• I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</li> </ul>
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**Spring Term Overview**

<p><b>Spring 1 Fiction: Short stories from other cultures</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Spring 1 Non-Fiction: Persuasive information leaflet</b>  <b>Purpose:</b> To persuade  <b>Audience:</b> People wanting to visit Australia  <b>Form:</b> Leaflet</p>	<p><b>Spring 2 Fiction: Adventure stories</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Spring 2 Non-Fiction: Informal letter</b>  <b>Purpose:</b> To inform  <b>Audience:</b> Parents of the children  <b>Form:</b> Informal letter</p>
<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</li> <li>• I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.</li> <li>• I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.</li> <li>• I can use paragraphs to organise my writing so that blocks of text</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</li> <li>• I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.</li> <li>• I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.</li> <li>• I can organise my non narrative writing so that it has headings and sub headings.</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</li> <li>• I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.</li> <li>• I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.</li> <li>• I can use paragraphs to organise my writing so that blocks of text</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</li> <li>• I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.</li> <li>• I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.</li> <li>• I can use paragraphs to organise my writing so that blocks of text</li> </ul>

<p>flow and ideas are grouped together.</p> <ul style="list-style-type: none"> <li>• I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.</li> <li>• I can assess my work and that of others and suggest improvements.</li> <li>• I can edit my work by changing the grammar to improve the way my work reads.</li> <li>• I can proof read my writing for spelling and use of punctuation.</li> <li>• I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</li> <li>• I can develop character through description, actions and dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• I can assess my work and that of others and suggest improvements.</li> <li>• I can edit my work by changing the grammar to improve the way my work reads.</li> <li>• I can proof read my writing for spelling and use of punctuation.</li> <li>• I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</li> </ul>	<p>flow and ideas are grouped together.</p> <ul style="list-style-type: none"> <li>• I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.</li> <li>• I can assess my work and that of others and suggest improvements.</li> <li>• I can edit my work by changing the grammar to improve the way my work reads.</li> <li>• I can proof read my writing for spelling and use of punctuation.</li> <li>• I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</li> <li>• I can develop character through description, actions and dialogue.</li> </ul>	<p>flow and ideas are grouped together.</p> <ul style="list-style-type: none"> <li>• I can assess my work and that of others and suggest improvements.</li> <li>• I can edit my work by changing the grammar to improve the way my work reads.</li> <li>• I can proof read my writing for spelling and use of punctuation.</li> <li>• I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</li> </ul>
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**Summer Term Overview**

<p><b>Summer 1 Fiction: Fantasy Stories</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Summer 1 Non-Fiction: Recount (blog)</b>  <b>Purpose:</b> To inform  <b>Audience:</b> People interested in reading about your travels  <b>Form:</b> Recount (blog)</p>	<p><b>Summer 2 Fiction: Adventure Stories</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Summer 2 Fiction: Biographies</b>  <b>Purpose:</b> To inform  <b>Audience:</b> People wanting to learn about Shackleton  <b>Form:</b> Biography</p>
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**Throughout the whole year:**

**Handwriting:**

- I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.

**Grammar:**

- I can understand and use the following terms: determiner; pronoun, possessive pronoun; and adverbial.

**Objectives highlighted in blue are those of Greater Depth Standard.**

**Spelling:**

- I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.
- I can understand and add the suffixes -ation, -ous.
- I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.
- I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
- I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.
- I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.
- I can spell words with the 's' sounds spelt 'sc' e.g. science, scene.
- I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- I can use the first three or four letters of a word to check its spelling in a dictionary.
- I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.