

Year 4 Autumn term:

Week	1	2	3	4	5	6	7
Reading skills (VIPERS)	Predict – Plot of the text	Vocabulary – Exploring the vocabulary linked to descriptions of a setting to aid our writing.	Inference – What clues can we get from the text about different characters?	Summary – Summarise key events of the story	Predict – Exploring Titles of different poems and predicting different themes.	Explain – Explaining sentence formation and poetic features in poems.	Retrieval / Inference – Exploring different types of questions.
Quality text	The Lion, The Witch and the Wardrobe				The Garden Verses		
Genre	Fantasy				Poetry		
Curriculum links					Can we all go fly a kite? (DT) (Poetry based around kites) Why is poetry enjoyed by so many? (Science)		
Assessment (reading)	Predicting early events in the story. Deepening and developing vocabulary. Exploring evidence from the text and manipulating evidence to form opinions on characters.				Predicting what the theme of poems are based off of the title. Exploring poetic licence to interpret poetic meaning.		
Assessment (writing)	Using descriptive language and expanded noun phrases to describe characters and settings. Exploring features of letter writing. Write with a range of connectives. Use sentence demarcation with accuracy including question marks, commas to separate items in a list.				Writing adventure stories. Introducing paragraphs and speech marks in writing.		

Week	8	9	10	11	12	13	14
Reading skills (VIPERS)	Predict – Clues from the cover, clues from the title	Inference – What clues can we get from the text about the main characters?	Inference- What is the language in the book suggesting about the adults parenting skills and bens feelings on his gran?	Summary- What is the main plot of the book and key events?	Predict- What is the text about? Main theme? Vocab- Development of vocab.	Inference and Retrieval- Exploring question types. What clues help us to understand a question	Explain/ Summary- Explain the main ideas of the text and summarise key events.
Quality text	Gangsta Granny - David Walliams				The Witches Roald Dahl		
Genre	Fiction				Fantasy Fiction.		
Curriculum links	Instructional writing – how to create a kite (DT)				Christmas in Norway (RE)		
Assessment (reading)	Predict-Looking for ideas from title/cover Inference- Infer from characters description and actions. Summary- Mapping out key events chronologically and coherently				Prediction- Exploring our preconceived ideas of the text. Inference and Retrieval- What clues can we identify in a question that help us to form our answers. Developing critical thinking skills as we explore a text.		
Assessment (writing)	Introducing adverbial phrases and expanded noun phrases to show complexity in writing, changing pronoun. Using paragraphs and features of different styles of writing. Write with a range of connectives. Use sentence demarcation with accuracy including question marks, commas to separate items in a list.				Exploring features of different styles of writing. Appropriately use a range of presentational devices.		

Year 4 Spring term

Week	1	2	3	4	5	6
Reading skills (VIPERS)	Predict and Vocabulary – Predict personality traits of main characters. Explore meaning of unfamiliar words.	Explain – Explain and discuss the personality traits in Varjak Paw.	Inference – Explore actions of main characters and what they infer about their personality.	Predict and Explain – Make predictions and explain using evidence from the cover and title.	Retrieval and Inference – Different types of questions exploring inference and retrieval.	Summary – Summarise key points and make into a story board.
Quality text	Varjak Paw			The Firework Makers Daughter		
Genre	Fantasy Fiction			Fantasy Fiction		
Curriculum links	What do we mean by commitment (RE) How would we survive without water and food? (Science)			Instructional writing – How to make a mosaic/savoury dish? (DT) Who were the early law makers? (History)		
Assessment (reading)	Predict personality traits of main characters. Explore meaning of unfamiliar words using dictionaries. Explain and discuss the different personality traits encountered in the book. Explore what different actions of main characters infer about their personality.			Make predictions about the plot and explain using evidence from the cover and title. Explore different types of questions around inference and retrieval. Summarise key points and put in to own words on story board.		
Assessment (writing)	Writing to suit a purpose using appropriate features. Planning before writing. Writing a range of grammatically accurate sentence types. Using a range of tenses consistently.			Organise writing into paragraphs and sections. Use appropriate range of presentational devices. Introduce dialogue between characters. Use inverted commas accurately for speech.		

Week	7	8	9	10	11	12
Reading skills (VIPERS)	Predict What could the BFG possibly stand for? What clues can we get about the character from exploring the cover?	Vocab Explore the BFG's basic and sometimes confusing vocabulary, how can we develop and improve his vocabulary.	Inference and Retrieval With a focus on questioning study a range of questions from the text that ask us to develop our critical thinking skills.	Predict- Form opinions and make prediction on the text. What genre do we feel this text belongs in?	Vocab Explore the vocab used in the text, looking particularly at the words used to describe characters/ movements and settings.	Inference Exploring questions and using our critical thinking skills to explore meanings. What evidence can we find in the text and how do we use this evidence to form and justify our opinions.
Quality text	The BFG			The Wizard of Oz		
Genre	Fantasy Fiction			Fantasy Fiction		
Curriculum links	La Ropa (Spanish) – Looking at the BFG's clothes			How could we cope without electricity for one day? (Science)		
Assessment (reading)	Predicting about acronyms. Looking at the cover to predict details about the character. Looking at a new type of lexical arrangement and finding its meaning. Using critical thinking skills to answer comprehension questions based around a text.			Forming opinions based off of introductory pages. Look at vocabulary of characters and setting and form vocabulary bank from this. Using our inference skills explore ambiguous meanings from the text. Summarise the story using bullet points.		
Assessment (writing)	Planning work to ensure it is well structured and intention is met. Writing using a range of features including adverbial phrases, expanded noun phrases Sentence structure is coherent and accurate, containing numerous clauses. A range of punctuation is introduced and accurately used. Dialogue is used in the text to help with progression, with speech marks used accurately. A range of tenses used accurately and consistently. Peer assessment			Planning work to ensure it is well structured and intention is met. Writing for a range of purposes, including appropriate features (titles/sub-headings) Writing using a range of features including adverbial phrases, expanded noun phrases Sentence structure is coherent and accurate, containing numerous clauses. A range of punctuation is introduced and accurately used. Dialogue is used in the text to help with progression, with speech marks used accurately. A range of tenses used accurately and consistently. Peer assessment		

Year 4 Summer term

Week	1	2	3	4	5	6
Reading skills (VIPERS)	Predict and Inference Looking at a range of covers from the demon headmaster. What insight do we get from his character based off of appearance?	Inference Although Lloyd and Harvey don't discuss life in detail at the school, what clues do we get that suggest the school is not a normal school.	Explain Explain the ideas behind the children's master plan. What are they hoping to achieve?	Explain Looking at different types of poems and exploring themes and styles of poetry.	Explain Looking at poems and their themes to develop understanding of poetic licence.	Vocabulary Developing word banks for different styles and themes of poetry.
Quality text	The Demon Headmaster			Poetry Works		
Genre	Fantasy Fiction			Poetry		
Curriculum links	Time (Maths) – Linked to hypnotism in the Demon Headmaster How can we bring our drawings to life? (Art)			What animals thrive in our locality (Science)		
Assessment (reading)	Can the chn predict what might be happening at the school and why? What clues can we find to suggest that it is not a normal school environment? Summarising and explaining key points. Give reasoning for characters choices.			Exploring different themes and types of poetry. Developing our understanding of poet's lexical choices and poetic licence. Exploring and developing vocabulary to assist with understanding of poetry.		
Assessment (writing)	Writing to suit a purpose. Writing in different styles, including a range of sentence types. Including a varying range of punctuation in writing.			Writing in different styles following the rules of different poetry types. Using subject specific vocabulary accurately and coherently while composing poetry.		

Week	7	8	9	10	11	12
Reading skills (VIPERS)	Predict and Vocab What might this book be about? What interesting Vocab are we introduced to in the title that might help develop our predictions?	Inference /Retrieval Edward and Pellegrina have a strained relationship, although we are never told this, explain why this is true using evidence from the text.	Inference and retrieval The text is full of interesting characters all of whom have a back story, how has their experiences shaped them and impacted the influence they have played in Edwards development?	Predict Predict what this book may be about, looking at the words on the page what do we notice?	Vocabulary and inference How does poetry use vocabulary in a different manner that narrations? What poetic features can we see, what different styles of poetry are they? How do they impact us as a reader?	Summarise and Explain Summarise key events from the story explaining the speaker's choice of phrasing and the style of poetry used to discuss an event.
Quality text	The Miraculous Journey of Edward Tulane			Cloud Bursting		
Genre	Fantasy Fiction			Poetry / Fiction		
Curriculum links	What is a pilgrimage? (RE) Journey Edward goes on Animation (ICT)			Animation (ICT) How can we bring our drawings to life? (ART)		
Assessment (reading)	Every situation Edward has found himself in has helped him to develop as a character. How would you say each experience has helped him to grow, explain your answer using evidence from the text. Complete a summary of the text mapping his journey to becoming a better more empathetic character. Understanding the situations that Edward found himself in. What insights did we get into the characters history.			Features of reading poetry (intonation, different styles of poetry, volume, pace and rthym) Explaining poets word choices and exploring imagery.		
Assessment (writing)	Planning our writing Writing to suit a different purpose and introducing appropriate features Introducing a varied and interesting range of punctuation in our writing. Using a varied range of subordinating conjunctions			Draft and redraft work to ensure meaning and impact are conveyed. Writing to suit a purpose (playscripts) Using possessive apostrophe accurately Tense is used consistently and correctly, with the ability to switch tense if necessary. Evaluate own/others writing, editing and advising.		

