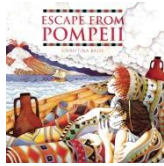
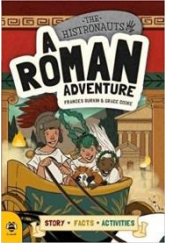
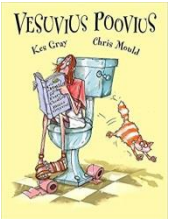
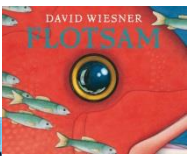


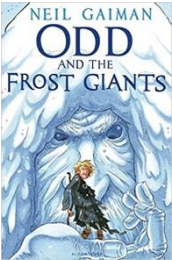


<p>Year Group 4</p>	<p>Key Texts/film/animations/hooks</p>	<p>Genres covered in writing</p>	<p>Guided Reading Resources Used</p>	<p>SPAG Coverage</p>	<p>Spelling coverage & resources</p>
<p>Autumn Topic:</p> <p>The Roman Empire Strikes Back</p>	<p>Escape from Pompeii – Christina Balit</p>  <p>The Histonauts – A Roman Adventure</p>  <p>Vesuvius Poovius</p> 	<p>Setting Descriptions – Contrasting before and after the Vesuvius eruption.</p> <p>Newspaper Report – Reporting on the Pompeii/Vesuvius eruption.</p> <p>Narrative – Timeslip. Pompeii/Naught Elf Hybrid. Historical setting (Ancient Pompeii)</p> <p>Christmas Poem – Food.</p>	<p>Guided Reading carousel in place for the entire term. One group supported by HD another by Class TA.</p> <p>Scholastic Literacy Skills – Comprehension Year 4 (used for Guided Reading texts).</p> <p>Target Readers recognised and prioritised.</p> <p>Talisman intervention set up.</p> <p>Comprehension focus group identified.</p> <p>Teacher Assessment at A1, formal summative assessment at A2.</p>	<p>The grammatical difference between plural and possessive - s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was/ I did instead of I done/ could have instead of could of)</p> <p>Appropriate choice of proun or noun within a sentence to avoid ambiguity and repetition.</p> <p>Fronted adverbials and the comma that follows.</p>	<p>Homophones</p> <p>Use the first 2 or 3 letters of a word to check spelling in a dictionary</p> <p>Adding prefixes and suffixes to spellings.</p> <p>Teach all spelling patterns from Appendix 1 of the NC document.</p> <p>Spell Zoo, spelling games, weekly spellings and daily practice.</p>
<p>Spring Topic:</p> <p>SPLASH!</p>	<p>FLOTSAM – David Wiesner</p>  <p>The Big Book of the Blue – Yuval Zommer</p>  <p>Explanation</p>	<p>News Reporter Speech – The finding of a camera (from FLOTSAM)</p> <p>Poem – FLOTSAM inspired (rhyming poem)</p> <p>Persuasive Letter – Letter to the Head Teachers.</p> <p>Non-Chronological Report (Sea</p>	<p>Shift to Whole Class Guided Reading – one group supported by an adult.</p> <p>Rising Starts Assessment – Reading Progress Tests Year 4 (used for Guided Reading texts).</p> <p>Target Readers recognised and prioritised.</p> <p>Sp1 – Introduce Observe, Wonder and Infer grids.</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Use of inverted commas to punctuate direct speech.</p>	

	<p>(Model text created by Miss Dunn) – How Electricity gets to our Homes.</p>	<p>Creatures) – each child to focus on a different animal. Create class information text.</p> <p>Explanation - (Water Cycle) linked to Hard Castle Craggs visit.</p>	<p>Talisman intervention for specific children.</p> <p>Comprehension focus group identified from Autumn assessment.</p> <p>Teacher Assessment and Formal Assessment at Sp1 and Sp2. (Depending on length of short half-term)</p>	<p>Apostrophes to mark singular and plural possession.</p> <p>TERMINOLOGY FOR Y4 TO LEARN – <i>pronoun, possessive pronoun, fronted adverbial</i></p>	
<p>Summer Topic : Vikings: Raiders, Traders and Invaders</p>	<p>Beowulf – Michael Morpurgo</p>  <p>Odd and the Frost Giants – Neil Gaiman</p>  <p>T4W – Evidence of Dragons (providing WAGOLL Advert and Diary)</p>	<p>Persuasive Advert (Wanted Advertisement) searching for a hunter to kill Grendel.</p> <p>Diary Entry – A hunter stumbling across Grendel in the woods.</p> <p>Information Text – Hybrid Viking Gods. Children creating their own Gods.</p> <p>Saga Writing – Historical Narrative/Myths and Legends.</p>	<p>Continue with Whole Class Guided Reading.</p> <p>Beowulf to be used across Summer 1 linking Guided Reading with English.</p> <p>Summer 2 – Schofield & Sims KS2 Comprehension 2 (used for Guided Reading texts.)</p> <p>Target Readers recognised and prioritised.</p> <p>Talisman intervention for specific children.</p> <p>Comprehension focus group identified from Spring assessment.</p> <p>Teacher Assessment and Formal Assessment at Sum1 and Sum2. (Depending on length of short half-term)</p>		