


Year 4	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
Learning Objectives: <ul style="list-style-type: none"> • Use the punctuation taught in Year 3 accurately • use fronted adverbials, correctly punctuated • Accurate use of subordinating clauses 						
TEXT STRUCTURES						
<p>Fiction- secure use of planning tools: Story map and 'Boxing-up' grid Plan openings in a variety of ways using, e.g. description /action Paragraphs: to organise each part of story to indicate a change in time, place, topic or person. Build in suspense when writing to introduce the problem or dilemma Developed 5 parts to narrative: Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Appropriate choice of pronoun or noun across sentences to aid cohesion</p>				<p>Non-Fiction - Secure use of planning tools: Text map and 'Boxing up' grid Introduction Middle section(s) Ending Paragraphs to organise ideas around a theme. Logical organisation Group related paragraphs. Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Ending: could Include personal opinion, response, extra information, reminders, question, warning,encouragement Appropriate choice of pronoun or noun across sentences to aid cohesion</p>		
YEAR 4 TERM 1 – ACADEMIC YEAR 2022-2023	 <p>Retelling a short Story Diary Entry Writing a setting Resolutions Story endings</p>	<p>September: ancestor mistrust humble envy abrupt accelerate valiant anticipate recognise appeal</p> <p>October: annual mock impact essential descend content capital variety address shabby</p>	<p>alliteration simile – 'as' / 'like' synonyms tense (past, present, future) connective conjunction preposition determiner/ generalizer clause subordinate clause relative clause relative pronoun coordinating conjunction subordinating conjunction pronoun possessive pronoun adverbial fronted adverbial apostrophe plural possession</p>	<p>Consolidate Year 3 list and: Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences using coordinating conjunction and / or / but / so / for / nor / yet</p> <p>Repetition to persuade e.g. Find us to find the fun!</p>	<p>Consolidate Year 3 list and: Prepositions: at underneath since towards beneath beyond</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g., we were instead of we was, or I did instead of I done)</p>	<p>Consolidate Year 3 list and:</p> <p>Secure use of commas: after fronted adverbials to mark clauses</p>



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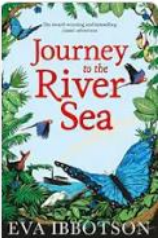
Learning Objectives:

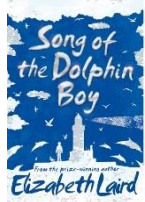
- **Use the punctuation taught in Year 4 with some accuracy**
- **use adverbial phrases, correctly punctuated**
- **Vary the structure of complex sentences**

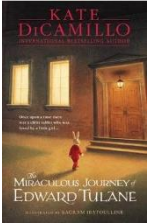
TEXT STRUCTURES

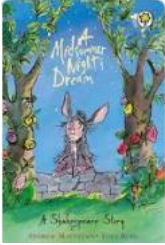
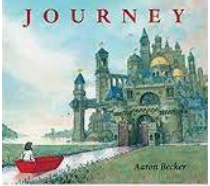
<p>Fiction- secure use of planning tools: Story map and 'Boxing-up' grid</p> <p>Plan openings in a variety of ways using, e.g. description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in time, place, topic or person.</p> <p>Build in suspense when writing to introduce the problem or dilemma</p> <p>Developed 5 parts to narrative: Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending.</p> <p>Ending should include reflection on events or the characters.</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p> <p>Develop complex sentences:</p> <p>Main and subordinate clauses with range of subordinating conjunctions.</p>	<p>Non-Fiction - Secure use of planning tools: Text map and 'Boxing up' grid</p> <p>Introduction Middle section(s) Ending</p> <p>Paragraphs to organise ideas around a theme.</p> <p>Logical organisation</p> <p>Group related paragraphs.</p> <p>Develop use of a topic sentence</p> <p>Link information within paragraphs with a range of connectives.</p> <p>Use of bullet points, diagrams</p> <p>Ending: could Include personal opinion, response, extra information, reminders, question, warning,encouragement</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>
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YEAR 4 TERM 2 – ACADEMIC YEAR 2022-2023	 	<p>November:</p> <p>dense deposit increase extraordinary desire erupt vast release shallow tragic</p> <p>December:</p> <p>former noble indicate flexible destructive crafty typical venture represent queasy</p>	<p>alliteration simile – 'as' / 'like' synonyms tense (past, present, future) connective conjunction preposition determiner/ generalizer clause subordinate clause relative clause relative pronoun coordinating conjunction subordinating conjunction pronoun possessive pronoun adverbial fronted adverbial apostrophe plural possession</p>	<p style="background-color: yellow;">Consolidate Year 4 Term 1 list and:</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat.</p> <p>The Romans enjoyed food, loved marching but hated the weather.</p> <p>Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions.</p> <p>Noun phrases expanded by modifying adjectives, nouns and prepositions. e.g., the strict maths teacher with the fierce glare</p>	<p style="background-color: yellow;">Consolidate Year 4 Term 1 list and:</p> <p>The grammatical difference between plural and possessive -s</p> <p style="background-color: yellow;">Introduce:</p> <p>Apostrophes to mark plural possession.</p>
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<p style="text-align: center;">Learning Objectives:</p> <ul style="list-style-type: none"> • Use the punctuation taught in Year 4 accurately <ul style="list-style-type: none"> • use more sophisticated non-fiction text structures (other than headings/sub heading and bullet points) • use inverted commas accurately, and begin to use other speech punctuation 						
TEXT STRUCTURES						
<p>Fiction- secure use of planning tools: Story map and 'Boxing-up' grid Plan openings in a variety of ways using, e.g. description /action Paragraphs: to organise each part of story to indicate a change in time, place, topic or person. Build in suspense when writing to introduce the problem or dilemma Developed 5 parts to narrative: Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Appropriate choice of pronoun or noun across sentences to aid cohesion Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions.</p>				<p>Non-Fiction - Secure use of planning tools: Text map and 'Boxing up' grid Introduction Middle section(s) Ending Paragraphs to organise ideas around a theme. Logical organisation Group related paragraphs. Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Ending: could Include personal opinion, response, extra information, reminders, question, warning,encouragement Appropriate choice of pronoun or noun across sentences to aid cohesion</p>		
YEAR 4 TERM 3 – ACADEMIC YEAR 2022-2023	 <p>Diary entries Persuasive texts Letter Poetry</p>	<p>January: arena orchard inspire focus develop circular weary request threat recent</p> <p>February: outstanding limp instant fragile disaster hostile coax blend resist arrest</p>	<p>alliteration simile – 'as' / 'like' synonyms tense (past, present, future) connective conjunction preposition determiner/ generalizer clause subordinate clause relative clause relative pronoun coordinating conjunction subordinating conjunction pronoun possessive pronoun adverbial fronted adverbial apostrophe plural possession</p>	<p>Consolidate Year 4 Term 2 list and:</p> <p>-‘ed’ clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught.</p> <p>Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded -‘ing’ clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack.</p> <p>Hopping speedily towards the pool, the frog dived underneath the leaves.</p>	<p>Consolidate Year 4 Term 2 list and:</p> <p>Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best</p>	<p>Consolidate Year 4 Term 2 list and:</p> <p>Consolidate:</p> <p>Apostrophes to mark plural possession.</p> <p>Introduce:</p> <p>Full punctuation for direct speech:</p> <p>Each new speaker on a new line Comma between direct speech and reporting clause</p>

Year 4	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
Learning Objectives: <ul style="list-style-type: none"> • Use the punctuation taught in Year 3 accurately • Accurate use of subordinating clauses • use fronted adverbials, correctly punctuated 						
TEXT STRUCTURES						
<p>Fiction- secure use of planning tools: Story map and 'Boxing-up' grid Plan openings in a variety of ways using, e.g. description /action Paragraphs: to organise each part of story to indicate a change in time, place, topic or person. Build in suspense when writing to introduce the problem or dilemma Developed 5 parts to narrative: Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Appropriate choice of pronoun or noun across sentences to aid cohesion Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions.</p>				<p>Non-Fiction - Secure use of planning tools: Text map and 'Boxing up' grid Introduction Middle section(s) Ending Paragraphs to organise ideas around a theme. Logical organisation Group related paragraphs. Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Ending: could Include personal opinion, response, extra information, reminders, question, warning,encouragement Appropriate choice of pronoun or noun across sentences to aid cohesion</p>		
YEAR 4 TERM 4 – ACADEMIC YEAR 2022-2023	 <p>Character description Explanation texts Persuasion</p>	<p>March: peculiar manufacture invisible frantic ease concern column blossom response ascend</p>	<p>alliteration simile – 'as'/ 'like' synonyms tense (past, present, future) connective conjunction preposition determiner/ generalizer clause subordinate clause relative clause relative pronoun coordinating conjunction subordinating conjunction pronoun possessive pronoun adverbial fronted adverbial apostrophe plural possession</p>	<p>Consolidate Year 4 Term 3 list and:</p> <p>Long sentences to enhance description or information.</p> <p>Short sentences to move events on quickly.</p> <p>e.g. It was midnight.</p> <p>It's great fun.</p> <p>Dialogue - verb + adverb - "Hello," she whispered, shyly.</p>	<p>Consolidate Year 4 Term 3 list and:</p> <p>Introduce: Evaluating writing to assess effectiveness of word choice and construction.</p>	<p>Consolidate Year 4 Term 3 list and:</p> <p>Consolidate:</p> <p>Full punctuation for direct speech:</p> <p>Each new speaker on a new line Comma between direct speech and reporting clause</p>

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<p style="text-align: center;">Learning Objectives:</p> <ul style="list-style-type: none"> • Use the punctuation taught at LKS2 mostly correctly • Choose different nouns and pronouns to avoid repetition • Use the present perfect (had walked) • Use full range of punctuation for direct speech 						
TEXT STRUCTURES						
<p>Fiction- secure use of planning tools: Story map and 'Boxing-up' grid Plan openings in a variety of ways using, e.g. description /action Paragraphs: to organise each part of story to indicate a change in time, place, topic or person. Build in suspense when writing to introduce the problem or dilemma Developed 5 parts to narrative: Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Appropriate choice of pronoun or noun across sentences to aid cohesion Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions.</p>				<p>Non-Fiction - Secure use of planning tools: Text map and 'Boxing up' grid Introduction Middle section(s) Ending Paragraphs to organise ideas around a theme. Logical organisation Group related paragraphs. Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Ending: could Include personal opinion, response, extra information, reminders, question, warning,encouragement Appropriate choice of pronoun or noun across sentences to aid cohesion</p>		
YEAR 4 TERM 5 – ACADEMIC YEAR 2022-2023	 <p>Recount (informal letter) Narrative Poetry Journalistic writing</p>	<p>May: practice permit mature lack entire distress confuse competition basic attempt</p>	alliteration simile – 'as'/ 'like' synonyms tense (past, present, future) connective conjunction preposition determiner/ generalizer clause subordinate clause relative clause relative pronoun coordinating conjunction subordinating conjunction pronoun possessive pronoun adverbial fronted adverbial apostrophe plural possession	<p>Consolidate Year 4 Term 4 list and:</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p>Consolidate Year 4 Term 4 list and:</p> <p>Conditionals could, should, would</p>	<p>Consolidate Year 4 Term 3 list and:</p> <p>Evaluate writing to assess effectiveness of grammar and punctuation</p>

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<p style="text-align: center;">Learning Objectives:</p> <ul style="list-style-type: none"> • Use the punctuation taught at LKS2 correctly • Use a wide range of conjunctions throughout • Avoid ambiguity with precisely chosen vocabulary • Use full range of punctuation for direct speech 						
TEXT STRUCTURES						
<p>Fiction- secure use of planning tools: Story map and 'Boxing-up' grid Plan openings in a variety of ways using, e.g. description /action Paragraphs: to organise each part of story to indicate a change in time, place, topic or person. Build in suspense when writing to introduce the problem or dilemma Developed 5 parts to narrative: Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Appropriate choice of pronoun or noun across sentences to aid cohesion Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions.</p>				<p>Non-Fiction - Secure use of planning tools: Text map and 'Boxing up' grid Introduction Middle section(s) Ending Paragraphs to organise ideas around a theme. Logical organisation Group related paragraphs. Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Ending: could Include personal opinion, response, extra information, reminders, question, warning,encouragement Appropriate choice of pronoun or noun across sentences to aid cohesion</p>		
YEAR 4 TERM 6 – ACADEMIC YEAR 2022-2023	  <p>Newspapers Biography Alternative endings</p>	<p>June: precious plead limb furious entrance congratulate complete possess severe attentive</p>	<p>alliteration simile – 'as' / 'like' synonyms tense (past, present, future) connective conjunction preposition determiner/ generalizer clause subordinate clause relative clause relative pronoun coordinating conjunction subordinating conjunction pronoun possessive pronoun adverbial fronted adverbial apostrophe plural possession</p>	<p>Consolidate Year 4 Term 5 list and:</p> <p style="text-align: center;">Drop in –'ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p>	<p>Consolidate Year 4 Term 5 list and:</p> <p style="text-align: center;">Evaluate writing to assess effectiveness of word choice and construction.</p>	<p style="text-align: center;">Consolidate Year 4 Term 5 list and:</p> <p style="text-align: center;">Apostrophes to mark singular and plural possession</p> <p>e.g. the girl's name, the boys' boots as opposed to s to mark a plural</p>