

Year 4 Pathway Spring 2- Taking Courage

 <p><i>The Lion and the Unicorn</i> Shirley Hughes</p>	<p>History: WW2</p>	 <p><i>Odd and the Frost Giants</i> Neil Gaiman</p>	<p>History: Vikings</p>	 <p>OR <i>The Matchbox Diary</i> Paul Fleischman</p>
18 sessions, 3+ weeks		15 sessions, 3 weeks		15 sessions, 3 weeks
Own version historical narratives Letters, diaries, character and setting descriptions, non-chronological reports		Retellings - alternative perspective Narrative recounts, character and setting descriptions, letters, short explanations		Biography Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file

Writing (Composition)

Plan writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- In narratives, creating settings, characters, and plot

In non-narrative material, using simple organisational devices (headings and sub-headings)

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Reading Comprehension

- Listening to and discussing a wide range of fiction, plays, non-fiction and reference books or textbooks
 - Participate in discussions, presentations, performances, role play, improvisations, and debates
 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - Identifying themes and conventions in a wide range of books
 - Discussing words and phrases that capture the reader's interest and imagination
 - Preparing poems and playscripts to read aloud and to perform. showing understanding through intonation, tone, volume and action
 - Asking questions to improve their understanding of a text
 - Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence
 - Predicting what might happen from details stated and implied
 - Identifying how language, structure, and presentation contribute to meaning
 - Retrieving and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns, and listening to what others say

Vocabulary, Grammar & Punctuation

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
 - Use of inverted commas and other punctuation to indicate direct speech
 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g., the teacher expanded to: the strict maths teacher with curly hair)
 - Fronted adverbials [for example: Later that day, I heard the bad news.]
 - Use of paragraphs to organise ideas around a theme
- Apostrophes to mark plural possession
Standard English forms for verb inflection instead of local forms (we were instead of we was)
Use of the present perfect form of verbs instead of the simple past
The grammatical difference between plural and possessive -s

Spelling Seed Coverage

Word list: address, busy, business, difficult, experience, heart, history, potatoes, recent, minute, remember, experience, imagine, special

Words with the /k/ sound spelt ch (Greek in origin) Words with the /s/ sound spelt sc (Latin in origin). Endings spelt – tion, -sion, -ssion, -cian