




# Year 4 Pathway Autumn 1

## Invention and Innovation

 <p><b>FARTHER</b> Grahame Baker Smith</p>	 <p><b>Until I Met Dudley</b> Roger McGough and Chris Riddell</p>	 <p><b>OR The Iron Man</b> Ted Hughes</p>
15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks
<b>Sequel stories</b> Retellings, recounts (postcards), setting descriptions, diary entries, instructions	<b>Two explanation texts - formal and informal</b> Letters, short explanatory paragraphs	<b>Mystery narratives</b> Character descriptions, short news reports, letters of advice, menus (using descriptive devices), poetry

### 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
- Proof

### Reading Comprehension

#### *Develop positive attitudes to reading and understanding of what they read by:*

- Reading books that are structured in different ways and reading for a range of purposes
- Discussing words and phrases that capture the reader's interest and imagination

- Identifying themes and conventions in a wide range of books

#### *Understand what they read, in books they can read independently, by:*

- Asking questions to improve their understanding of the text
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identifying main ideas drawn from more than one paragraph and summarising these
- 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

- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- 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]

Choosing nouns and pronouns for clarity and cohesion and to avoid repetition

- Introduction to paragraphs as a way to group related material
- Introduction to inverted commas to punctuate 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.]
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
- Use of commas after fronted adverbials

### Spelling Seeds Coverage

Word list words: answer, bicycle, centre, guide, knowledge, learn, questions, suppose, therefore, minute, appear, consider, describe, height, length, pressure, straight, weight, certain, purpose, breathe

Adding suffixes beginning with vowel letters to words of more than one syllable. Suffixes -ous, -ly