

Year 4 Pathway Summer 1 Exploration and Discovery

 <p>Weslandia Paul Fleischman</p>	 <p>OR The Baker by the Sea Paula White</p>	 <p>The Story of Tutankhamun Patricia Cleveland-Peck</p>	 <p>OR Shackleton's Journey William Grill</p>
15 sessions, 3 weeks	15 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Non-chronological reports Retellings, character descriptions, book reviews	Tourist brochure Job applications, advertisements, setting descriptions, letters in role	Tutankhamun biographies Reports, instructions, character descriptions, diaries, newspaper, posters	Newspaper reports Packing lists (justifications), letters (formal and informal), interviews, diaries

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, poetry, plays, non-fiction and reference books or textbooks
- Using dictionaries to check the meaning of words that they have read Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- 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
- Retrieving and record information from non-fiction

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]

- 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.]

- Use of paragraphs to organise ideas around a theme

Use of commas after fronted adverbials

Headings and sub-headings to aid presentation

Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]