

Year 4 Pathway Autumn 2

Finding Freedom

	Tar Beach Faith Ringgold		Varmints Helen Ward		OR The Mermaid of Zennor Charles Causley
20 sessions, 4 weeks		16 sessions, 3+ weeks		15 sessions, 3 weeks	
Own version playscripts Character descriptions, formal letters, book reviews, dialogue (direct speech), retellings		Explanations Descriptive comparisons, retellings, setting descriptions, poetry		Own version legends Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue	

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

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

Reading Comprehension

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

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Identifying themes and conventions in a wide range of books

Discussing words and phrases that capture the reader's interest and imagination

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

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Retrieve and record information from non-fiction
- 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]
- Using nouns or pronouns appropriately 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: address, circle, fruit, library, possession, through, dessert, quarter, woman

Possessive apostrophe with plural words

Homophones and near homophones