

## Year 4 Pathway Spring 1 – Darkness and Light

	Winter's Child Angela McAllister		The Selfish Giant Oscar Wilde		OR Cinderella Neil Gaiman	<b>Geography:</b> India
11 sessions, 2+ weeks		15 sessions, 3 weeks		16 sessions, 3+ weeks		
<b>Fantasy story sequels</b> Postcards (recount), dialogue, setting descriptions as letters, retellings		<b>Own version narratives about kindness</b> Letters, first person recounts, diaries, letters, posters, reports		<b>Own version mythical tales</b> Diaries, informal letters, dialogue, adverts, limericks and other poetic forms		

### 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

- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments, and opinions
- Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas
- 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
- Recognising some different forms of poetry [for example, free verse, narrative poetry]
- 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
- 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

- 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
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

### Spelling Seed Coverage

Word list: disappear, early, earth, enough, February, believe, build, actual(ly), occasion(ally), particular, perhaps, though/although, separate, eight. Adding suffixes beginning with vowel letters to words e.g., more than one syllable. Words ending with /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin. More prefixes: re-, anti-, Words with the/ei/ sound spelt ei, eigh, ay or ey