

# Year 4 Scheme of Work – Literacy

## Term 1.1 – 7 weeks

Spellings:	week 1	week 2	week 3	week 4	week 5	week 6	week 7
	revision from year 1 Compound words	revision from year 2 The /d?/ sound spelt as ge and dge at the end of words,	Revision of work from and 2 Revisit/review suffixes from Year 2: -s, -es, , -er.	revision from year 3 The /?/ sound spelt ou	Suffix - ly	Words ending in 'ous' 1	Homophones and near-homophones
	football	badge	Shops	young	humbly	poisonous	fair
	playground	dodge	cats	touch	legibly	dangerous	fare
	farmyard	edge,	parks	double	Sadly	mountainous	grate
	bedroom	bridge,	rats	abound	Completely	famous	great
	blackberry	fudge	bushes,	trouble	Costly	various	groan
	cupboard	madge	catches	country	Eerily	tremendous	grown
	desktop	change,	matches	about	Proudly	enormous	here
	backpack	charge	runner	account	Ghostly	jealous	hear
		village	reader	aloud	Angrily	humorous	heel
		budge	writer	amount	weirdly	glamorous	heal

**Handwriting:**  
 Week 1 - Revise diagonal join to ascender:  
 Week 2 - Revise diagonal join to no ascender:  
 Week 3 – Revise diagonal join, no ascender to an anti-clockwise letter:  
 Week 4 - Revise diagonal join to an anticlockwise letter  
 Week 5 – Revise horizontal join  
 Week 5 – Revise horizontal join  
 Week 7 - revising parallel and break letters

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
4.1a Biography  Required texts: Was it Better Now? and Leonardo da Vinci for Kids, Nelson Mandela	4	<p><b>Week1 – Imitation</b></p> <p>L1: Hook the class with a creative activity: give students paint and canvas to create images related to an artist like Leonardo da Vinci, or explore historical items from the past to inspire discussion.</p> <p>L2: Practice orally learning the model text using a story map; focus on grammar (past continuous verbs).</p> <p>L3: Cold Task – Students write an autobiography about their own lives, including details about work, hobbies, and important events (assess prior knowledge).</p> <p>L4: Vocabulary development (Word Aware) from the text; conduct hot-seating where students ask and answer questions as if they were the artist.</p> <p>L5: Internalize the text through partner tennis activities and create personal story maps; read a biography of Leonardo da Vinci.</p>	<ul style="list-style-type: none"> <li>- understand what they read in books they can read independently, by:</li> <li>- checking that the text makes sense to them – <b>rereading strategies</b></li> <li>- discussing their understanding and explaining the meaning of words in context – <b>summarise and predict words using clues</b></li> <li>- asking questions to improve their understanding of a text – <b>hot seating and asking questions to each other about their lives</b></li> <li>- drawing inferences such as inferring characters’ feelings, thoughts, motives</li> </ul>	<ul style="list-style-type: none"> <li>- compose and rehearse sentences, - <b>oral story map, partner talk</b> progressively building a varied and rich vocabulary and a range of sentence structures in non-narrative material, use simple organisational devices [for example, headings, sub-headings] - <b>Reading as a writer, graphic organiser</b></li> <li>plan their writing by:</li> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure – <b>link it to personal life</b></li> <li>- draft and write by:</li> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich</li> </ul>	<ul style="list-style-type: none"> <li>-articulate and justify answers, arguments and opinions – <b>partner talk, hot seating</b></li> <li>- maintain attention and participate actively in collaborative conversations, , staying on topic – <b>listening to partners and feedback</b></li> <li>-ask relevant questions to extend their understanding - <b>asking questions to partner</b></li> <li>- use spoken language to develop understanding through imagining and exploring ideas – <b>role play, warm up activities</b></li> </ul>	<ul style="list-style-type: none"> <li>-colourful semantics,</li> <li>-graphic organiser</li> <li>-Language for thinking</li> <li>-ELKLAN questions Modelling</li> <li>-role play</li> </ul>

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	<p><b>Week 2 - Reading as a Reader</b></p> <p><b>L1:</b> Show students the model text. Explore how language, structure, and presentation contribute to meaning through comprehension and inference activities.</p> <p><b>L2:</b> Conduct reading comprehension on Leonardo da Vinci and Nelson Mandela. Focus on key phrases, literal/inferential questions, and introduce powerful verbs.</p> <p><b>L3:</b> Focus on grammar (adverbs) and have students write sentences using adverbs</p> <p><b>L4:</b> Identify features of the model text and record them in a toolkit grid. Quick burst writing: Write in the style of the model text using features from the toolkit (magpie vocabulary).</p> <p><b>Week 3: Innovation</b></p> <p><b>L1:</b> Vocabulary development (Word Aware): Identify adverbials and use colons in their own writing. Discuss Leonardo da Vinci's timeline and major life events.</p> <p><b>L2:</b> Create an imaginary timeline of their lives now and in the future, imagining achievements and changes.</p> <p><b>L3:</b> Summarize Nelson Mandela's life in 5-6 key points (using the "5-finger retell" method). Recap autobiography features (first person, chronological order, achievements, hopes, etc.).</p> <p><b>L4:</b> Shared writing: Box up a new version of the text using post it notes and magpie vocabulary. Use prompts to guide planning: introduction, family, school, childhood events, achievements, hopes, and dreams.</p> <p><b>L5:</b> Shared box it up - Continue boxing up their autobiography with a focus on the introduction and key sections.</p> <p><b>Week 4</b></p> <p><b>L1:</b> vocabulary development (Word Aware). Finish boxing up their plans and share with response partners for feedback and peer marking.</p>	<p>from their actions, justifying inferences with evidence</p> <p>. read books that are structured in different ways - <b>talk about heading, subheading and non-fiction features</b></p> <p>- use dictionaries to check the meaning of words that they have read</p> <p>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>vocabulary and an increasing range of sentence structures – <b>box it up, shared writing</b></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- Identify past tense, and present and past continuous tense</li> <li>- use the present perfect form of verbs in contrast to the past tense</li> <li>- Use powerful verbs.</li> </ul> <p>Identify the tense of verbs</p> <ul style="list-style-type: none"> <li>- use conjunctions, adverbs and prepositions to express time and cause</li> <li>- use fronted adverbials</li> </ul>		
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		<p>L2- Shared writing - begin writing the first draft of their autobiography. Incorporate grammar features (e.g., adverbials, colons, powerful verbs).          L3-: Shared writing – complete writing the first draft of their autobiography – SA/PA          L4: Go over teacher feedback and begin second draft in big write book.          L5: Complete Big write - Compare their cold task with the final piece and evaluate progress made.</p>				
<p>4.1a          Poetic Form – Syllabic Poems (Hamiltons)</p> <p>Main texts: a range of Haiku, Tanka and Cinquain poems.</p>	2	<p><b>Week 1</b>  <b>L1-</b> Understand the structure of haikus and Write a haiku based on one they have read.  <b>L2-</b> Group reading of some traditional haikus Give out a range of haikus (<i>see resources</i>) about seasons/nature for chn to read supporting each other in mixed ability groups. They should be ready to describe pictures they saw in their minds as they read.  <b>L3-</b> Compile a list of <b>irregular verb past tenses and</b> create an annotated image to use as a stimulus for a haiku.  <b>L4-</b> Identify similes and metaphors Identify <b>similes</b> and <b>metaphors</b> used in some of the haiku read this week. Write the first draft of their haiku.  <b>L5-</b> Edit and redraft their haiku and Perform their haiku.</p> <p><b>Week 2</b>  <b>L1-</b> Understand the structure of tankas and convert a haiku into a tanka.  <b>L2- Identifying adverbs and adverbials</b>  <b>L3-</b> Understand the structure of cinquains and Discuss some cinquains  <b>L4-</b> Write a cinquain  <b>L5-</b> Prepare a PowerPoint presentation</p>	<p>- listen to a wide range of poetry          -recognise some different forms of poetry. identify how language, structure and presentation contribute to meaning          -listen to/discuss poems          -discuss words and phrases that capture the reader’s interest and imagination.          - identify how language contributes eg. discuss words and phrases</p>	<p>- discuss writing similar to that which they are planning to write          -composing sentences orally, building vocabulary.          - discussing and recording ideas          - composing sentences orally, progressively building a rich and varied vocabulary          - assessing the effectiveness of their own and others’ writing          -proposing changes          Proof-read for errors          Read aloud their writing</p>	<p>- participate in performances          -Select and use appropriate register for effective communication          - use spoken language to explore ideas          - gain/maintain interest of listeners.</p>	<p>- colourful semantics,          -graphic organiser          -Language for thinking          -ELKLAN questions          Modelling          -role play</p>
Extended writing	1	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and</p>	<p>Fiction:          - A fictional dream world where the student explores places, events, or abilities they’ve always wished to experience.....          -tell me a story - Twinkle</p>			

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	<p>genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <ol style="list-style-type: none"> <li>1. A fiction/poetry opportunity</li> <li>2. A non-fiction opportunity</li> </ol> <p>Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>Poetry - poem about animal – linked to diary of a killer cat</p> <p>Non-fiction: - Write an instruction text - To understand why the Anglo-Saxons invaded Britain.</p> <p>Personal: Recount of school trip/holiday</p>			
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## Term 1.2 – 7 weeks

**Spellings:**

Week 1	week 2	week 3	week 4	week 5	week 6	week 7
science/maths word list	word lost language/literacy	history/geography/time word list	word list	prefix 'super'	prefix 'sub',	To spell words with 'tion'
separate	describe	century	perhaps	supermarket,	subway	invention
medicine	guide	recent	possible	superintendent	subheading	injection
breath/e	imagine	woman	probably	superhero	submarine	action
heart	interest	women	suppose	superman	submit	hesitation
group	knowledge	earth	address	superstar	subject	completion
length	learn	minute	possession	supervise	subscribe	competition
minute	purpose	various	though	superb	subtract	communication
increase	remember	calendar	although	supercar	submerge	invitation
opposite	thought	describe	therefore	supercool	subcontinent	mention
century	difficult	answer	rhythm	superclub	subvert	

**Handwriting:**

week 1- diagonal join from p and b to ascender: ph, pl, bi  
 week 2- diagonal join from p and b to no ascender: bu, bi, be,  
 week 3- diagonal join from p and b to no ascender: pu, pi, pe  
 Week 4 - Revising parallel ascenders: ht  
 Week 5- Revising parallel ascenders and descenders: pp  
 Week 6 - Revising joins to an anticlockwise letter: oc  
 Week 7- Parallel descenders and break letters: ight

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
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<p><b>4.1b</b> Fables including Drama (T4W)</p> <p>Required text: Aesop's Fables, retold by M. Rosen</p>	<p>4</p>	<p><b>Week 1</b> <b>Imitation</b> L1: Watch The Lion and the Mouse by John Platt (You Tube)- Discuss and define a fable – learn story map of lion and mouse – cold task - assess chn knowledge of fables – they covered in year 2 L2: Read 'Wolf and the Lamb', discuss excuses, re-tell, and role-play dialogue. L3: Continue learning story map, divide class into Lion &amp; Mouse, role-play dialogues, punctuate dialogue in speech bubbles. L4: Word Aware – Continue learning the story map L4: L5: Hot seating the mouse ask questions, record answers, and read fables.</p> <p><b>Week 2</b> <b>Reading as a Reader</b> L1: Word Aware– Venn diagram comparing "Town Mouse and Country Mouse", discussing similarities, differences, and morals. L2: Re-tell a fable with extended sentences, identify conjunctions for time and cause. L3: Use conjunctions in letter writing, exploring paragraphs to organize ideas around a theme. L4: Shared Writing – Explore the use of paragraphs in texts, make toolkit and chn write in the role of the writer. L5: "The Boy Who Cried Wolf" – Discuss morals, provide three fable stories, read with partners, and debate opposing morals.</p> <p><b>Week 3</b> <b>Innovation</b> L1: Talk the text, summarise in a few sentences. Provide post it notes – chn to change parts of the model text and Stick post it notes over the story map – different characters/moral etc. L2: recap extending sentence with conjunctions through sentence play. Brainstorm descriptive words and nouns using pictures of animals and settings. L3: Shared Writing – Magpie words, box up new versions of the story (beginning).</p>	<p>-Develop positive attitudes to reading by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -discussing words &amp; phrases that capture the reader's interest &amp; imagination Understand what they read by: -checking that the text makes sense to them, discussing their understanding &amp; explaining the meaning of words in context - identifying how language, structure, &amp; presentation contribute to meaning Participate in discussion about books, taking turns and listening to what others say.</p> <p>-identifying themes &amp; conventions in a wide range of books Understand what they read by: - drawing inferences such as inferring characters' feelings, thoughts &amp; motives from their actions, &amp; justifying inferences with evidence -Discussing and recording ideas</p>	<p>- Draft and write by: a. composing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Plan their writing by: a. discussing writing similar to that which they are planning to write Draft and write by: composing &amp; rehearsing sentences orally, progressively building an increasing range of sentence structures</p> <p>Plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary &amp; grammar - discussing and recording ideas Draft and write by: -composing/rehearsing sentences orally progressively building varied/ rich vocabulary &amp; an increasing range of sentence structures - organising paragraphs around a theme c. in narratives, creating settings, characters and plot Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements Proof-read for spelling and punctuation errors Read 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.</p> <p>Grammar: -using and punctuating direct speech Develop their understanding of the concepts in Appendix 2 by:</p>	<p>- Pupils should be taught to: - listen/respond appropriately to adults and peers - participate in discussions, presentations, performances and debates - gain, maintain and monitor the interest of the listener(s).</p> <p>Pupils should be taught to: -maintain attention &amp; participate actively in collaborative conversations, staying on topic &amp; initiating &amp; responding to comments -use spoken language to develop understanding through speculating, hypothesising, imagining &amp; exploring ideas -consider &amp; evaluate different viewpoints, attending to &amp; building on the contributions of others - articulate &amp; justify answers, arguments &amp; opinions</p>	<p>- Modelling - Pair work. - colourful semantics on the Mouse and the lion and other fables - Graphic organisers - voice recorder - alphabet arc - strategy wall - text to type - Learning journal template Video Use of iMind map</p>

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		<p>L4: Word Aware – Shared writing, box up new versions of the story (middle). L5: Revise dialogue, continue story mapping, boxing up, discuss and peer mark.</p> <p>Week 4  <b>L1:</b> Shared writing to develop plans, beginning of first draft.  <b>L2:</b> Shared writing, develop plan, middle of first draft.  <b>L3:</b> Shared writing, develop plan, end of first draft.  <b>L4:</b> Look at a "dull piece" of writing, improve as a class, set success criteria, children edit their work.  <b>L5:</b> Write edited story in big write book, review any errors.</p>		<ul style="list-style-type: none"> <li>-extending the range of sentences with more than one clause</li> <li>-extending the range of sentences with more than one clause</li> <li>-using conjunctions to express time or cause</li> </ul>		
<p>4.1b</p> <p>Non-fiction: Instructions/Explanations - Art techniques</p> <p>Text: The Usborne Complete Book of Art Ideas</p>	<p>2</p>	<p><b>Week 1</b>  <b>L1-</b> Group Reading: reading a set of instructions and recognising the verbs.  <b>L2-</b> Giving verbal commands  Put chn into 3s and <u>secretly</u> give each child a drawing from <i>plan resource</i> – ‘Give instructions for someone else to do a drawing’.  <b>L3-</b> Using imperative verbs - Writing instructions  Use imperative verbs when writing instructions  <b>L4-</b> Writing more instructions  Discuss and practise spelling technical words Use correctly in writing.  <b>L5-</b> Planning an explanation  In pairs, write an introduction to an explanation about how Tony Ross draws Horrid Henry then, using sticky notes, plan a sequence of diagrams and captions to explain how it is done.</p> <p><b>Week 2</b>  <b>L1-</b> Exploring and using pronouns  Give ‘Pronouns can be used instead of nouns’. Ask them to Re-write the sentences/text using pronouns instead of nouns and changing the verbs if necessary.  <b>L2-</b> Reading a text with a partner and identifying the key words  <b>L3-</b> Generating ideas for explanation writing - Researching and planning an explanation .</p>	<p>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction &amp; reference books or textbooks  Understand what they read by:  -identifying how language, structure, and presentation contribute to meaning  - using dictionaries to check the meaning of words that they have read  - checking the text makes sense to them, explaining the meaning of words in context  - identifying main ideas drawn from more than one paragraph and summarising these</p>	<ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its features</li> <li>-organising paragraphs around a theme - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>-Proof-read for spelling and punctuation errors</li> <li>- assessing the effectiveness of their own and others’ writing and suggesting improvement</li> </ul>	<ul style="list-style-type: none"> <li>- listen and respond appropriately to adults and their peers</li> <li>-Ask relevant questions to extend understanding and knowledge</li> <li>-use relevant strategies to build their vocabulary</li> <li>-give well-structured descriptions and explanations for diff. purposes,</li> <li>-participate actively in collaborative conversations</li> <li>-speak audibly and fluently</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<p>colourful semantics,</p> <p>-graphic organiser</p> <p>-Language for thinking</p> <p>-ELKLAN questions Modelling</p> <p>-role play</p>

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		<p>L4- Writing an introduction, using pronouns for cohesion-Display pronouns list created during Grammar 3, with any other useful examples recorded</p> <p>L5- Writing an explanation using careful handwriting. Chn make sure their written explanation has a logical layout and writing is legible and joined. Any diagrams should be clear and labelled.</p>				
Extended writing	1	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <p>1. A fiction/poetry opportunity</p> <p>2. A non-fiction opportunity</p> <p>Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>Fiction:</p> <p>- Write a short story on the title - The spy who loved.....</p> <p>-tell me a story - Twinkle</p> <p>Poetry</p> <p>- poem about autumn - Link to Art</p> <p>Non-fiction:</p> <p>- Write a biography of Alfred the Great– links to History</p> <p>Personal: Recount of school trip/holiday</p>			
<b>Term 2.1 – 6 weeks</b>						

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week 1	week 2	week 3	week 4	week 5	week 6
Words with the /s/ sound spelt sc (Latin in origin)	Words with the /e/?/ sound spelt ei,	prefix 'auto'	Prefix 'im'	prefix 'anti'	Revision of words
discipline	ageism	autobiography	Impress	antiseptic,	discipline
fascinate	albeit	autograph	Impressive	anticlockwise,	abscess
crescen	atheist	automatic	Imply	antisocial	ascend
science	vein	automobile	Immune	antibody	ageism
scene	caffains	autonomy	Immunization	antifreeze	apartheid
abscess	ceil	autopilot	Impaired	antibiotic	beige
adolescent	apartheid	autopsy	Improve	antibug	neighbour
ascend	beige	autoloading	Imitate	anticolonial	sleigh
ascended	deceit	autobuses	Imitation	anticultural	neighs
ascertains	deify		Improve	antidote	deceit

### Spellings:

### Handwriting:

week 1- - Parallel descenders and break letters: ough  
 Week 2- Revising parallel ascenders: tl,  
 Week 3 - Revising parallel ascenders: ll  
 Week 4 - Revising parallel ascenders: bb  
 Week 5 - Revising parallel ascenders: th  
 Week 6- revising parallel and break letters

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<b>4.2ac</b> <b>Poetry: Plan 1: Image Poems</b>  <b>Required text: portrait of a dragon; Rainbows; Slowly; The Door</b>	3	<p>Week 1 Imitation</p> <p>L1- Hook the reader - teacher reads the poem Sophia Tait (flowers) and children draw the image in their head – learn story map- word aware</p> <p>L2- Children will be writing similes to create powerful images of a person – cold task</p> <p>L3 - Understand the structure of a "Portrait of a Dragon" poem. Watch Roger McGough read his poem "The Reader of this Poem" (<a href="https://vimeo.com/219000842">https://vimeo.com/219000842</a>). Discuss the similes and metaphors used, asking students to identify and write their own similes and metaphors to create powerful imagery.</p> <p>L4- learn the story map - <b>Choosing powerful verbs</b>, Children use the <b>Writing Brief</b> to write sentences about animals, using powerful and precise verbs.</p> <p>L5- <b>Analysing language in a poem</b> - Children read Portrait of a Dragon with their partner. They talk</p>	<p>- discuss words/phrases that capture reader's interest &amp; imagination</p> <p>-use dictionaries to check the meaning of words that they have read</p> <p>- listen to/discuss a wide range of fiction, poetry,</p> <p>-discuss words/phrases that capture...interest/imagination</p> <p>-identify how language, structure, &amp; presentation contribute to meaning</p> <p>Develop positive attitudes by:</p> <p>-preparing poems and play scripts to read aloud and perform, showing understanding through tone, intonation, volume &amp; action.</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>-discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>- discuss and record ideas</p> <p>-compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence.</p> <p>-compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>-assess the effectiveness of their own and others' writing and suggest improvements</p> <p>-discuss and record ideas</p> <p>-assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>proof-read for spelling and punctuation errors.</p>	<p>-maintain attention/ participate actively in collaborative conversations, staying on topic and initiating/responding to comments</p> <p>-use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>- articulate and justify answers, arguments and opinions</p> <p>- listen and respond appropriately</p> <p>- participate in discussions...</p> <p>-consider and evaluate different viewpoints, attending/building on the contributions of others</p> <p>-participate in performances</p> <p>-jgain, maintain and monitor the interest of the listener(s)</p>	<p>- Modelling</p> <p>- Pair work.</p> <p>- colourful semantics on the Mouse and the lion and other fables</p> <p>- Graphic organisers</p> <p>- voice recorder</p> <p>- alphabet arc</p> <p>- strategy wall</p> <p>- text to type</p> <p>- Learning journal template</p> <p>Video</p> <p>Use of iMind map</p>



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	<p>about <b>Poem Questions</b> together and Identify key language feature by annotating the poem.</p> <p>Week 2  <b>Reading as a reader</b>  L1- Word Aware - <b>Extended noun-phrases.</b> - Children work with a partner to draft and then write sentences to describe their flowers in a vase or <b>Flower Picture.</b>  L2- Shared writing write a toolkit with the children on the poem highlighting main features - class find examples of the skills/features listed in the toolkit in the poem and short burst writing using the toolkit.  L3 - <b>Use of commas after fronted adverbials-</b> Children work with their partner to rehearse then write sentences about the Lonely Dragon using adverbials. They write three sentences for each verb phrase, using adverbials to answer where, when and how.</p> <p><b>Reading as a writer</b>  L4 - Create alternative versions of the first stanza 3 – (dinosaur description) adjectives/adverbs/ noun phrases - chn use post it notes to change animals/description, etc  L5 – Explain that they will write their own poem based on portrait of a dragon using the chosen animal from previous lesson - shared writing of box it up of - if I were an artist, I'd paint the portrait of horse...</p> <p>Week 3 –  Innovation  L1 – <b>Recap noun phrases and how to use in their poem</b> – continue box it up  L2 - recap metaphors and similes and how to use this in the poem – complete box it up  L3 – word Aware - Peer/self assessment - talk the plan with partner and make changes based on</p>		<p>Grammar:  -choose nouns appropriately  - learn grammar , incl. noun phrases expanded by modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (Y4)  - use adverbs  -use fronted adverbials  -use commas after fronted adverbials</p>		
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## Year 4 Scheme of Work – Literacy

		<p>suggestions - shared writing to develop plan to first draft Chn begin first draft</p> <p>L4 - Look at a dull piece (not by a child in your class!) - improve with the class adding class SC – Chn continue first draft</p> <p>L5 - Chn make changes to the first draft and write in their Big write book.</p>				
<p>4.2a Non- Fiction: Chronological Reports: Freedom Journeys</p> <p>Required text: Main text: Henry's Freedom Box</p>	<p>2</p>	<p>Week 1 L1- Discussing the opening of Henry's Freedom Box L2- Role-playing a discussion between Henry and James- Role-playing a discussion and recording informally as speech bubbles L3- <b>Writing correctly punctuated dialogue</b> L4- Rereading, discussing and writing Henry's Freedom Box as a story map, writing sentences in past tense to retell Henry Box Brown's story L5- Writing in role as Henry Box Brown and producing a chronological report</p> <p>Week 2 L1- Editing a piece of writing for <b>conjunctions/adverbs/prepositions to express time and cause</b>- Evaluating and improving a chronological report with a partner - Editing a piece of writing for conjunctions/adverbs/prepositions to express time and cause L2- Reading and discussing extracts from Who was Rosa Parks?- L3- Discussing and evaluating own and peer's writing - <b>Using conjunctions/adverbs/prepositions in a report</b>- Planning and drafting a newspaper report L4- Evaluating and improving own and peer writing L5- Reading, <b>writing and understanding words containing prefixes sub-, inter-, re-, anti- &amp; auto-</b></p>	<p>-listen to &amp; discuss a wide range of fiction, poetry, plays, non-fiction &amp; reference books -discuss words and phrases that capture the reader's interest/ imagination -predict what might happen from details stated and implied -identify how language, structure, and presentation contribute to meaning -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 -check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence -identify main ideas drawn from more than one paragraph and summarising these</p>	<p>-draft and write by: -composing &amp; rehearsing sentences orally (including dialogue), progressively building a varied &amp; rich vocabulary and an increasing range of sentence structures draft and write by: -composing &amp; rehearsing sentences orally (including dialogue), progressively building a varied &amp; rich vocabulary and an increasing range of sentence structures.</p> <p>evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences -discuss writing similar to that which they plan to write in order to understand and learn from its structure, vocabulary and grammar -discuss and record ideas -organise paragraphs in themes -use simple organisational devices such as headings and sub-headings</p> <p>Grammar: -use dialogue in narrative or in drama -use and punctuate direct speech -introduce the idea of tense in verbs (use correct grammar terminology) -use the perfect form of verbs to mark relationships of time and cause</p>	<p>-listen and respond appropriately to adults and peers -participate in discussions, presentations, performances &amp; debates -maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments -use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas -maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	

# Year 4 Scheme of Work – Literacy

				-use conjunctions, adverbs and prepositions to express time and cause -extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although		
Extended writing	1	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <p>1. A fiction/poetry opportunity 2. A non-fiction opportunity</p> <p>Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>Fiction: - Write a short story about Henry in the box - -tell me a story - Twinkle</p> <p>Poetry - Write a narrative poem about their favourite food -Link to chocolate cake</p> <p>Non-fiction: - River’s information text</p> <p>Personal: Recount of school trip/holiday</p>			

## Term 2.2 – 7 weeks

### Spellings:

week 1	week 2	week 3	week 4	week 5
prefix 'ir'	prefix 'in'	Words ending in 'sion' as /shun	Words ending in 'ssion' as /shun	word list
irregular	inactive	division	expression	interest
irrelevant	incorrect	invasion	discussion	ordinary
irreplaceable	inconsistent	collision	confession	separate
irritate	inable	television	permission	guard
irrelevant	incapable	invasion	admission	guide
irresponsible	incase	mansion	compassion	rhythm
irradiance	incomplete	pension	confession	forward
irradicate	indefinite	revision	impression	favourite
irrational	inability	supervision	opression	promise
irresistible	incident	seclusion	profession	peculiar

### Handwriting:

- Week 1 – proportion of letters
- Week 2 – consistency of size
- Week 3 – pacing between letters and words
- Week 4 – fluency writing longer words
- Week 5 – fluency writing longer words
- Week 6 – fluency writing longer words

# Year 4 Scheme of Work – Literacy

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<p>4.1a Fairy tales T4W</p> <p>Required text: Beware of the Storybook Wolves, by Lauren Child The Pea and the Princess, by Mini Grey The Princess and the Pea, by Lauren Child</p>	4	<p><b>Imitation</b> <b>Week 1 –</b> L1-Hook: A letter arrives from the Princess of <i>The Princess and the Pea</i>, complaining that her bed is too hard. Children get into character and brainstorm a plan to help her, incorporating a creative twist – learn the story map. L2- cold task- children write own version of a fairy tale, to assess their starting point. L3: Talk text with story map - Talk the text – tennis – one word/sentence each child – Focus on grammar skills, direct speech. L4-Continue "Talk the Text" and bring a section of the story to life through freeze frames. Children draw their own story maps in groups and share. L5- grammar: Identify and select personal pronouns within the text.</p> <p><b>Week 2 - Reading as a Reader/writer</b> L1- Word Aware and Explore vocabulary and comprehension activities. Answer 5W questions (Who, What, Where, When, Why). L2- comparing and contrast two fairy tales and using Venn diagram - <b>Beware of the Storybook Wolves</b> L3- Grammar: Learn about punctuating dialogue. Children choose a fairy-tale and work with a partner to practise telling it – and as a group make a playscript.– character portrayal through dialogue. L4 – As a class make a toolkit for the txt - <b>Fairy Godmother</b> highlighting important features and structure of a playscript – based on fairy tale. children pick a toolkit to write a sentence. L5- Children imagine they are the pea and create a story map from the pea’s perspective. Discuss the</p>	<p>-increase their familiarity with a wide range of books, , and retell some orally - <b>variety of fairytales</b> - identify themes and conventions discuss words &amp; phrases that capture the reader’s interest and imagination -<b>GR strategy skills reading unknown words</b> - check that the text makes sense to them – <b>rereading strategy</b> discussing their understanding through intonation, tone, volume and action - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence -<b>use colourful semantics/graphic organiser</b> - identify how language, structure, and presentation contribute to meaning - <b>vocabulary semantics and morphology activity</b> - participate in discussion about books that are read to them and those read themselves, taking turns and listening to what others say -</p>	<p>- plan their writing by: a. discussing writing similar to that which they are planning to write in order to understand &amp; learn from its structure, vocabulary &amp; grammar -<b>box it up with alternative versions</b> b. discussing and recording ideas (<b>recorder and ipad</b>)</p> <p>draft and write by: c. composing &amp; rehearsing sentences orally (including dialogue), progressively building a varied &amp; rich vocabulary &amp; an increasing range of sentence structures - <b>rehearsing the plan through story map -maggie words</b> e. in narratives, creating settings, characters and plot – <b>use visuals of settings and various choices of story twist</b></p> <p>assessing the effectiveness of their own and others writing and suggesting improvements h. proposing changes to grammar and vocabulary – <b>self and peer assessment using checklist</b> - read aloud their own writing, to a group or the whole class, intonation and tone</p> <p><b>Grammar and word work</b></p> <p>- <b>using and punctuating direct speech</b></p>	<p>- listen &amp; respond appropriately ... - participate in discussions, presentations, performances &amp; debates (<b>Oracy -confidently summarise in a logical order – what is the importance of the pea</b> - gain, maintain and monitor the interest of the listener(s) - select and use appropriate registers for effective communication</p> <p>use spoken language to develop understanding... - select and use appropriate registers - speak audibly and fluently</p>	<p>- colourful semantics on jack and beanstalk</p> <p>- Graphic organisers</p> <p>- voice recorder</p> <p>- alphabet arc - strategy wall - text to type</p>

## Year 4 Scheme of Work – Literacy

	<p>pea's emotions and why it causes pain. (Use Hamilton's <i>The Princess and the Pea</i> story map resource.)</p> <p>Week 3 – Innovation</p> <p>L1- Children work in groups, each provided with a pea. They imagine themselves as the pea and create a story map from the pea's point of view.</p> <p>L2 - Collaboratively plan fairy tales with a new point of view (POV). Begin planning the story's opening using "Box It Up."</p> <p>L3- Model "Box It Up" for the middle part of the story. Incorporate new vocabulary created by children. Children continue planning with a partner.</p> <p>L4 - Continue modelling "Box It Up" for the end part of the story. Magpie new vocabulary created by children. Children continue planning with a partner.</p> <p>L5 - word Aware - Look at a dull piece of planning (not by a child in your class!) - improve plan through talk – children go over the plan with a peer and proof read.</p> <p>Week 4 - Innovation</p> <p>L1 – Shared writing – begin first draft. – provide prompts and word mats.</p> <p>L2 – Shared writing –continue first draft. – provide prompts and word mats.</p> <p>L3 – Recap grammar - Shared writing –continue first draft. – provide prompts and word mats.</p> <p>L4 - Teachers feedback of first draft – show child's work and highlight good things happening in writing – make changes and begin second draft in big write.</p> <p>L5 - continue second draft - Give children time to compare hot and cold tasks and have discussions about feedback and progress made.</p>		<ul style="list-style-type: none"> <li>- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- use the perfect form of verbs to mark relationships of time and cause <b>(Previous learning Y3 revision)</b></li> <li>- apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>- spell further homophones</li> </ul>		
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## Year 4 Scheme of Work – Literacy

<p><b>4.2b</b> Poems to perform</p> <p>Required texts: Poems to Perform, collected by Julia Donaldson</p>	<p>2</p>	<p><b>Week 1 –</b> L1- Explore, learn and perform Dinosaur Rap L2- Role-play tale-telling in a small group L3- Group read performance poems and discuss L4- Role-play to generate possessive apostrophe 'tales', Edit a given text, by replacing nouns with pronouns to avoid repetition. L5- Rehearse, discuss and develop writing with a partner</p> <p><b>Week2 –</b> L1- Apply spelling rules to suffixes L2- Discuss and collect poem ideas with a partner, Discuss and record ideas for contrasting images L3- Draft poems in the style of Instructions for Giants L4- Write poet profile L5- Prepare and perform poetry in a group, Perform poetry to a partner</p>	<p>-preparing poems to read aloud/ perform, showing understanding through intonation, tone, volume, action - <b>Read a performance poem/vary voice and intonation/role play - Watch a poem performed by the poet.</b></p> <p>- recognising different forms of poetry -discussing words and phrases that capture the reader's interest/imagination - <b>Discuss poetic terms: rhythm, rhyme, repetition</b></p> <p>- recognising some different forms of poetry (e.g. free verse, narrative poetry)- <b>Discuss &amp; compare poems in how they apply poetic devices.</b></p> <p>- identifying how language, structure, and presentation contribute to meaning</p> <p>-apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar – <b>use graphic organiser</b></p> <p>- discussing and recording ideas c. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - <b>Chn work in partners to discuss, generate and record contrasting images/ideas</b></p> <p>-assessing the effectiveness of their own and others writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency- <b>self and peer assessment using checklist</b></p> <p>-read 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</p> <p>Grammar: indicating possession using the possessive apostrophe with singular and plural nouns</p> <p>using pronouns to avoid repetition or ambiguity and to add clarity and cohesion</p>	<p>-listen &amp; respond appropriately to adults and peers - participate in discussions, presentations, performances &amp; debates -gain, maintain and monitor the interest of the listener(s) - speak audibly and fluently with an increasing command of Standard English</p> <p>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - consider and evaluate different viewpoints, attending to and building on the contributions of others - articulate and justify answers, arguments and opinions</p>	<p>colourful semantics,  -graphic organiser  -Language for thinking  -ELKAN questions Modelling -Text to type  -role play</p>
<p><b>Term 3.1 – 5 weeks</b></p>						

# Year 4 Scheme of Work – Literacy

Spellings		<table border="1"> <thead> <tr> <th>week 1</th> <th>week 2</th> <th>week 3</th> <th>week 4</th> <th>week 5</th> <th>week 6</th> </tr> </thead> <tbody> <tr> <td>Homophones and near-homophones</td> <td>Words ending in 'cian'</td> <td>Possessive apostrophe with plural words</td> <td>apostrophes - contractions (revision)</td> <td>word list</td> <td>revision</td> </tr> <tr> <td>missed</td> <td>musician</td> <td>girls'</td> <td>aren't</td> <td>particular</td> <td>red</td> </tr> <tr> <td>mist</td> <td>electrician,</td> <td>boys'</td> <td>can't</td> <td>notice</td> <td>read</td> </tr> <tr> <td>peace</td> <td>magician</td> <td>babies'</td> <td>don't</td> <td>strange</td> <td>dietician</td> </tr> <tr> <td>piece</td> <td>politician</td> <td>children's</td> <td>doesn't</td> <td>surprise</td> <td>musician</td> </tr> <tr> <td>plain</td> <td>mathematician</td> <td>men's</td> <td>didn't</td> <td>popular</td> <td>boy's</td> </tr> <tr> <td>plane</td> <td>optician</td> <td>women's</td> <td>he'll</td> <td>potatoes</td> <td>parent's</td> </tr> <tr> <td>rain</td> <td>politician</td> <td>mice's</td> <td>he'd</td> <td>pressure</td> <td>shouldn't</td> </tr> <tr> <td>rein</td> <td>technician</td> <td>dog's</td> <td>they're</td> <td>naughty</td> <td>couldn't</td> </tr> <tr> <td>reign</td> <td>arithmetician</td> <td>parent's</td> <td>they'll</td> <td>ordinary</td> <td>couldn't</td> </tr> <tr> <td>scene</td> <td>beautician</td> <td></td> <td>they'd</td> <td>fruit</td> <td>naughty</td> </tr> <tr> <td>seen</td> <td></td> <td></td> <td>what's</td> <td>enough</td> <td>particular</td> </tr> </tbody> </table>						week 1	week 2	week 3	week 4	week 5	week 6	Homophones and near-homophones	Words ending in 'cian'	Possessive apostrophe with plural words	apostrophes - contractions (revision)	word list	revision	missed	musician	girls'	aren't	particular	red	mist	electrician,	boys'	can't	notice	read	peace	magician	babies'	don't	strange	dietician	piece	politician	children's	doesn't	surprise	musician	plain	mathematician	men's	didn't	popular	boy's	plane	optician	women's	he'll	potatoes	parent's	rain	politician	mice's	he'd	pressure	shouldn't	rein	technician	dog's	they're	naughty	couldn't	reign	arithmetician	parent's	they'll	ordinary	couldn't	scene	beautician		they'd	fruit	naughty	seen			what's	enough	particular	<p><b>Handwriting:</b>            Week 1 - letters, when adjacent to one another, are best left unjoined y-yellow,            Week 2- letters, when adjacent to one another, are best left unjoined r-ap            Week 3- letters, when adjacent to one another, are best left unjoined - s-kipping            Week 4- letters, when adjacent to one another, are best left unjoined, z-ipping,x-ylophone            Week 5 - letters, when adjacent to one another, are best left unjoined,q-ueen            Revise – break letters</p>			
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Non-fiction 1: Persuasive writing-  Text: Animals in Captivity Main texts: Zoo, Rainbow Bear, Ice Bear	4	Week1 – Imitation  L1 - Transform the classroom into a zoo. Initiate a discussion about zoos (are they good or bad?) and perform the story map. L2- Read <i>Zoo</i> by Anthony Browne. Discuss the downsides of zoos in small groups. Write counterarguments on large sugar paper using speech bubbles to represent what animals might say about being kept in zoos. L3- Cold task - chn write a persuasive argument (for and against zoos). L4 – word aware - Read <i>Rainbow Bear</i> and go over tense. Write sentences in the past and present tense.  <b>Week 2 - Reading as a Reader</b> L1- Read the book <i>Rainbow Bear</i> (Michael Morpurgo) discuss and answer comprehension questions - <b>Reading as a Writer</b>	- Listen to & discuss non-fiction -Read books structured in diff ways & diff purposes Understanding what they read by: - Discussing their understanding Y3/4 Participate in discussion about books. Y4 b. Reading books structured in diff ways for diff purposes, e. g. discussing words/phrases that capture interest. Y3/4 e. Identifying main ideas - Identifying how language/structure are used. - Identifying main ideas and summarising	- Compose and rehearse sentences orally (dialogue) - discussing and recording ideas. Draft and write by: a. composing sentences orally b. organising paragraphs around a theme. - using organisational devices Evaluate and edit by: -accessing effectiveness of their own and others’ writing and suggesting improvements	- Listen & respond appropriately d. Articulate & justify arguments and opinions	- colourful semantics,  -graphic organiser																																																																																			

## Year 4 Scheme of Work – Literacy

	<p>L2– As a class make a toolkit for the txt highlighting important features and structure of persuasive writing, children pick a toolkit to write a sentence.</p> <p>L3- roleplay a short scene from the story and add twist – character portrayal through dialogue.</p> <p>L4– Teach rhetorical questions. In pairs, role-play a debate on zoos (for and against).</p> <p>L5-Explain that they will write a persuasive writing for and against zoos. Provide chn with different examples of differentiated persuasive writing texts and analyse persuasive writing texts. Use Slide 7 and the resources and identify five key areas of persuasive writing: 1. Audience, 2. Purpose 3.Examples 4. Structure 5. Language features. Emotive language.</p> <p>Week 3 –</p> <p>L1 - Use Sue Palmer’s <i>The Persuasion Book</i> skeleton map to plan a persuasive piece of writing. Shared writing to box up the introduction.</p> <p>L2 - Word aware -Students continue planning using the box up</p> <p>L3 –. Review tenses – shared writing complete box it up.</p> <p>L4 - Peer and self-assessment of box it up - Create a class checklist to support writing of first draft – begin first draft</p> <p>L5 – Display a child’s text for reading as a writer activity – what tools are they using from the toolkit? Highlight good things happening in the class – continue first draft.</p> <p>Week 4</p> <p>L1- word aware- Proofread, edit, and receive teacher feedback. Set targets for improvement.</p>	<p>Participate in discussion about (texts), taking turns and listening to what others say.</p>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>- Using and punctuating direct speech</li> <li>- Using the present perfect form of verbs in contrast to the past tense</li> <li>- Using and punctuating direct speech</li> </ul>	<ul style="list-style-type: none"> <li>- Articulate &amp; justify arguments and opinions g. Use spoken language to explore ideas             <ul style="list-style-type: none"> <li>i. Participate in discussions</li> </ul> </li> <li>- Consider and evaluate different viewpoints, adding to and building on the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>-Language for thinking</li> <li>-ELKLAN questions</li> <li>Modelling</li> <li>-Text to type</li> <li>-role play</li> </ul>
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## Year 4 Scheme of Work – Literacy

		<p>L2 – Recap grammar – begin second draft. L3 -Students present their persuasive writing to the class. Discuss progress made between initial and final tasks.</p> <p>Begin extended writing</p>				
1		<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <ol style="list-style-type: none"> <li>1. A fiction/poetry opportunity</li> <li>2. A non-fiction opportunity</li> </ol> <p>Teachers provide opportunities for children to write about real life experiences where possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>Fiction: -Write a short story from the perspective of a lion cub living in the wild. Include details about its interactions with its family and the environment.</p> <p>Poetry - Write an ode to a butterfly, describing its beauty and its journey through life.</p> <p>Non-fiction: -Write about your experiences visiting a zoo, wildlife park, or botanical garden.</p> <p>Personal: Recount of school trip/holiday</p>			
<b>Term 3.2 – 6 weeks</b>						

# Year 4 Scheme of Work – Literacy

## Spellings:

Week 1	week 2	week 3	week 4	week 5
Words ending in ' and 'ation'	prefix mis and dis	prefix super and inter	Words ending in 'sion' as /zhun/	Words ending in 'ous'
abomination	disability	superglue	division	poisonous
accumulation	discharge	superintendent	invasion	dangerous
adoration	disagree	superabsorbent	confusion,	mountainous
circulation	disallow	superagent	decision	joyous
combination	disappear	superalloys	collision	various
classification	misunderstand	intercede	television	tremendous
equation	misadjust	intercession	conclusion	famous
estimation	<i>mishandle</i>	interchange	<i>discussion</i>	jealous
indication	misidentify	intercom	division	humorous
	misinterpret		exclusion	glamorous

## Handwriting:

Week 1 - Size, proportion and spacing: fs, ves  
 Week 2- Size, proportion and spacing: ful  
 Week 3 – speed and fluency - notetaking  
 Week 4 – speed and fluency - notetaking  
 Week 5 – speed and fluency - notetaking

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
4.5a Stories from other cultures (T4W)  Text required: Africa is not a country, Mother Hulda, Mufaro's Beautiful Daughter's,	6	Week 1 Imitation L1 – Hook: the class with African themes, props, food- etc ask chn to explore the surroundings and what they predict the story is about, Read about the lives of chn in different African countries (Africa Is Not a Country) - Learn story map through gestures and actions. L2 – Learn story <b>map (Mufaro's beautiful daughters)</b> through games/tennis –read another African tale - Discuss the cultural elements of chn's accounts of their day in different African countries – cold task chn write a story similar to the story map. L3 – Continue learning story map – Grammar compound and complex sentences. Use conjunctions to form extended sentences.	-reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words that they have read - asking questions to improve their understanding of a text - identifying themes and conventions in a wide range of books - drawing inferences -identifying main ideas - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  - increasing their familiarity with a wide range of books, including fairy stories,	plan their writing by: -discussing writing similar to that which they are planning to write in - building a varied and rich vocabulary and a range of sentence structures -organising paragraphs in a theme.  -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas	-listen and respond appropriately to others - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use relevant strategies to build their vocabulary - give well-structured descriptions and narratives for different purposes -speak audibly and fluently with an increasing command of Standard English -participate in presentations. - give well-structured descriptions, explanations and narratives for	

## Year 4 Scheme of Work – Literacy

	<p>L4 – Word Aware - Discuss how stories can have a message - . Read and discuss African stories in a group – chn think of different messages L5-Practice retelling sections of the story using storytelling prompts and gestures. Groups perform their sections of <i>Mufaro’s Beautiful Daughters</i>.</p> <p>Week 2 Reading as a Reader L1 – Warm-up sentence pattern exercise. Role-play by hot seating the two sisters from <i>Mufaro’s Beautiful Daughters</i>. Children ask questions about their actions and emotions. L2 – Read <i>Mufaro’s Beautiful Daughters</i> and another African tale. Use a Venn diagram to compare similarities, differences, and morals. Introduce Grimm’s “rags to riches” tales. Analyze cultural and structural elements of African and Western tales. L3 - Highlight language, grammatical features, and structure of <i>Mufaro’s Beautiful Daughters</i>. Identify key features of the text to use in writing. Reading as a Writer L4 – word aware - Warm-up vocabulary exercise. Collaboratively create a toolkit highlighting elements of a good story. Write sentences in the role of the writer using the toolkit. L5 -Grammar – Practice extending sentences using conjunctions and fronted adverbials. Write descriptive sentences to develop settings and characters.</p> <p>Week 3 Innovation L1 – Word Aware - Identify different emotions in <i>Mufaro’s Beautiful Daughters</i> and write the antonyms (opposites)- Invent a dialogue between</p>	<p>myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - identifying main ideas drawn from more than one paragraph and summarising these -discussing words and phrases that capture the reader’s interest and imagination - asking questions</p>	<p>-composing and rehearsing sentences orally building a rich vocab and a range of sentence structures -proof-read for spelling and punctuation errors.</p> <p>Grammar: -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using fronted adverbials -using commas after fronted adverbials -using conjunctions, adverbs and prepositions to express time and cause -recognising fronted adverbials and identify. -using fronted adverbials</p>	<p>different purposes, including for expressing feelings -use spoken language to develop understanding -participate in discussions, presentations, performances, role play, improvisations and debates -gain, maintain and monitor the interest of the listener(s).</p> <p>- gain, maintain and monitor the interest of the listener(s) -select and use appropriate registers -articulate and justify answers, arguments and opinions</p>	
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## Year 4 Scheme of Work – Literacy

	<p>2 or more characters in the book- compose verbally with partner and write.</p> <p>L2 – Tell chn that they will write a new story based on Mother Hulda – Research chores children do in Africa. Brainstorm character traits for two siblings (kind/unkind, modest/boastful) and their contrasting outcomes.- different character of both siblings that leads them to riche. Generate culturally inspired story ideas.</p> <p>L3 – Analyse the morals in <i>Mufaro’s Beautiful Daughters</i> and <i>Mother Hulda</i>. Children decide on their story’s moral and develop characters based on these values kindness/unkind, boastful/modesty, contended/discontented.</p> <p>L4- Begin planning the story’s introduction using a shared writing approach. Encourage children to magpie vocabulary and ideas from the group discussion.</p> <p>L5- Teach common proverbs and their meanings. Continue shared writing to box up the story’s build-up, focusing on the chore performed by the characters. Enrich the story with cultural proverbs and detail the rising action.</p> <p>Week 4</p> <p>L1- Word aware- – Continue box it up (Climax and resolution)</p> <p>L2 – Peer assess plan with a peer and make amendments - begin first draft</p> <p>L3- Continue first draft and self-assessment using checklist and edit first draft</p> <p>L4- Display WAGOLL– what tools are they using from the toolkit?- Highlight good things happening in the text and chn incorporate in second draft – begin 2nd draft.</p>				
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## Year 4 Scheme of Work – Literacy

		L5- go over teacher feedback and begin 3rd draft - Evaluation and progress of cold task and final product.				
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