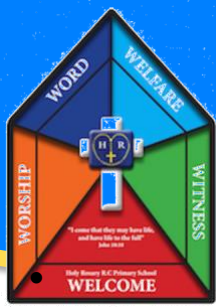
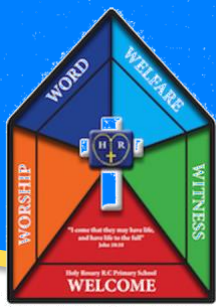


# Year 4 - Summer Term



Key Learning			
Unit	Stories with a Theme	Poems with a Structure	Information Booklets
<b>Outcome</b>	Narrative based on text read.	Poem with a structure linked to the theme of water.	Booklet of information e.g. welcome brochure.
<b>Duration</b>	3-4 weeks.	1-2 weeks.	2-3 weeks.
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Listen to, read and discuss a range of fiction.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Retell a range of stories.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Make predictions based on information stated and implied.</li> <li>Demonstrate active reading strategies e.g. <i>generating questions, finding answers, refining thinking, modifying questions, constructing images</i>.</li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>Develop, agree on and evaluate rules for effective discussion.</li> <li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use suffixes to understand meanings e.g. <i>-ssion, -cian</i>.</li> <li>Listen to, read and discuss poetry in different forms.</li> <li>Analyse different forms of poetry e.g. <i>haiku, limericks, kennings</i>.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</li> <li>Learn a range of poems by heart and rehearsing for performance.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Use prefixes to understand meanings e.g. <i>sub-, inter-</i>.</li> <li>Read and understand meaning of words on Year Three/Four word list.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Listen to, read and discuss a range of non-fiction in different forms e.g., <i>brochures, leaflets, electronic texts</i>.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Read books and texts for a range of purposes and respond in a variety of ways.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Scan for dates, numbers and names.</li> <li>Explain how paragraphs are used to order ideas, and how they are linked.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> </ul>
	<ul style="list-style-type: none"> <li>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></li> <li>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>Use commas to mark clauses in complex sentences.</li> <li>Read and analyse narrative, in order to plan and write their own.</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i></li> <li>Read and analyse poetry in order to plan and write their own.</li> <li>Identify and discuss the purpose, audience and language structure in poetry for writing.</li> <li>Generate and select from vocabulary banks appropriate to text type.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to mark clauses in complex sentences.</li> <li>Read and analyse non-fiction in order to plan and write their own.</li> <li>Identify and discuss the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.</li> </ul>

# Year 4 - Summer Term



## Key Learning (cont)

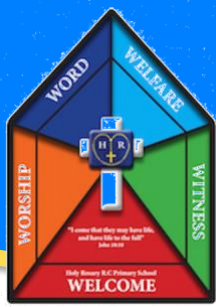
<p><b>Key Learning Writing</b></p>	<ul style="list-style-type: none"> <li>Discuss and record ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up</i>.</li> <li>Develop settings and characterisation using vocabulary to create emphasis and atmosphere.</li> <li>Link ideas within paragraphs e.g. <i>fronted adverbials for where</i>.</li> <li>Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type.</li> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Improve writing in light of evaluation.</li> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan</i>.</li> </ul> <p>Organise paragraphs in non-fiction.</p> <ul style="list-style-type: none"> <li>Generate and select from vocabulary banks e.g. <i>technical language, persuasive phrases, alliteration</i> appropriate to text type.</li> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>
<p><b>Suggested Texts</b></p>	<ul style="list-style-type: none"> <li>The Mousehole Cat by Antonia Barber.</li> <li>Jackanory Junior: The Mousehole Cat told by Shobna Gulati on YouTube (<a href="#">here</a>).</li> <li>The Mousehole Cat: Animated Story on YouTube (<a href="#">here</a>).</li> <li>The Water Horse by Dick King-Smith.</li> <li>The Water Horse: Legend of the Deep DVD.</li> <li>A River Ran Wild by Lynne Cherry.</li> <li>The Little Mermaid by Hans Christian Andersen.</li> <li>Maui and the Big Fish by Barbara Ker Wilson.</li> </ul>	<ul style="list-style-type: none"> <li>Water Dance by Thomas Locker (<i>riddles</i>).</li> <li>Water Water Everywhere by James Casey on the Poem Hunter website (<a href="#">here</a>).</li> <li>Poems for the Geography Classroom by Mark Cowan.</li> <li>How to Write a Haiku on the Poetry for Kids website (<a href="#">here</a>).</li> <li>Kennings on the Angela's Poems website</li> <li>Kennings on the Poetry Zone website (<a href="#">here</a>).</li> </ul>	<ul style="list-style-type: none"> <li>Information books, leaflets and websites linked to water.</li> <li>Water Dance by Thomas Locker (<i>information at the end of book</i>).</li> <li>Mousehole on the Visit Cornwall website</li> <li>Places to Visit on the Canal and River Trust website (<a href="#">here</a>).</li> </ul>

# Year 4 - Summer Term



Key Learning			
Unit	Folk Tales	Debate	Poems on a theme
<b>Outcome</b>	Narrative based on the studied text.	Formal debate. Discussion text.	Performance of a poem. Responses to a poem linked to the theme.
<b>Duration</b>	2-3 weeks.	2-3 weeks.	1-2 weeks.
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Use prefixes to understand meanings e.g. <i>sub-, inter-, anti-, auto-</i>.</li> <li>Listen to, read and discussing a range of fiction in different forms.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Analyse and compare a range of plot structures.</li> <li>Retell a range of stories, including less familiar fairy stories, myths and legends.</li> <li>Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i>.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Make predictions based on information stated and implied.</li> <li>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point : evidence.</li> <li>Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because... 1/2/3 reasons</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i>.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because... 1/2/3 reasons; Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons</i> across a text.</li> <li>Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Explain how paragraphs are used to order or build up ideas, and how they are linked.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Listen to, read and discuss a range of poetry.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Demonstrate active reading strategies e.g. <i>generating questions, finding answers, refining thinking, modifying questions, constructing images</i>.</li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain</i>.</li> <li>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action</i>.</li> <li>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to mark clauses in complex sentences.</li> <li>Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>; <i>I was</i> instead of <i>I were</i>; <i>I did</i> instead of <i>I done</i>; <i>She saw it</i> instead of <i>she seen it</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</li> </ul>

# Year 4 - Summer Term



## Key Learning ( cont )

<p><b>Key Learning Writing (cont)</b></p>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> <li>Read and analyse narrative in order to plan and write their own.</li> <li>Identify and discuss the purpose, audience, language and structures of narrative for writing.</li> <li>Discuss and record ideas for planning.</li> <li>Develop settings and characterisation using vocabulary to create emphasis and humour.</li> <li>Plan and write an opening paragraph which combines the introduction of a setting and character(s).</li> <li>Link ideas within paragraphs e.g. <i>fronted adverbials for when and where</i>.</li> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>Read and analyse non-fiction in order to plan and write their own.</li> <li>Identify and discuss the purpose, audience, language and structures of non-fiction and for writing.</li> <li>Discuss and record ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan</i>.</li> <li>Organise paragraphs in non-fiction.</li> <li>Link ideas within paragraphs.</li> <li>Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type.</li> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>Suggested Texts</b></p>	<ul style="list-style-type: none"> <li>Hunted film clip on Vimeo (<b>here</b>).</li> <li>The Classic Tales of Brer Rabbit by Joel Chandler Harris.</li> <li>The Brer Rabbit Collection by Enid Blyton.</li> <li>Range of folk tales on the American Folklore website (<b>here</b>).</li> <li>Peter and the Wolf by S.S. Prokofiev.</li> <li>Peter and the Wolf by Selina Hastings.</li> </ul>	<ul style="list-style-type: none"> <li>Range of discussion texts at appropriate reading levels for different groups.</li> <li>Clip from the animated film Mary Poppins on YouTube (<b>here</b>).</li> <li>Fox Hunting on the CBBC Newsround website (<b>here</b>).</li> <li>'Hunting' on the All About Animals Website (<b>here</b>).</li> <li>'History of Hunting' on the History for Kids Website</li> <li>NLS Planning Exemplification for Arguments on the Institute of Education website (<b>here</b>).</li> <li>Writing Models for Y4 by Pie Corbett.</li> <li>Talk for Writing Across the Curriculum by Pie Corbett and Julia Strong.</li> </ul>	<ul style="list-style-type: none"> <li>Peter and the Wolf on the Boosey and Hawkes website (<b>here</b>).</li> <li><b>My Mother Saw a Dancing Bear</b> by Charles Causley on the Children's Poetry Bookshelf website (<b>here</b>).</li> </ul>