

LOXWOOD ENGLISH FOR YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Pyramids & Pharaohs (12 weeks Egyptians & 2 weeks Christmas)		The Frozen Desert		The Great Outdoors	
Key Texts	<p>Fiction Text: ‘The Ancient Egypt Sleepover’ by Stephen Davies VIPERS (GUIDED READING) ‘Egyptian Cinderella’</p> <p>Non-Fiction Texts: ‘The Story of Tutankhamun’ by Patricia Cleveland-Peck (Non-chronological reports, instructions, character descriptions, diary entry, posters, biography of Tutankhamun)</p> <p>Poetry (Christmas) ‘The Humans’ by Jonny Marx</p> <p>Range of non-fiction texts – letter writing</p>		<p>Text: The Last Bear by Hannah Gold – Fiction</p> <p>Text: The Ice Bear (includes poetry performance and drama)</p> <p>Performance Poetry</p> <p>Odd & the Frost Giants The Polar Bear Explorer Club</p>		<p>Fiction Text Sparky Sloth Fiction – Jenny Offils Zoo- Anthony Brown Rainbow Bear – Michael Morpurgo</p> <p>The Wild Robot –Peter Brown</p> <p>Non-Fiction Texts: Ice Bear- Nicola Davies</p> <p>Poetry The Lost Spells – Robert Macfarlane & Jackie Morris</p>	
Speaking & Listening	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers • Use relevant strategies to build their vocabulary • Gain, maintain and monitor the interest of the listeners • Speak audibly and fluently with an increasing command of Standard English • Select and use appropriate registers for effective communication 					
	<ul style="list-style-type: none"> • Ask relevant to extend their understanding and build vocabulary and knowledge • Participate in discussions, presentations, performances, role play, improvisations and debates 		<ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions • Consider and value different viewpoints, attending to and building on the contributions of others • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 		<ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Class debate 	

Phonics	<ul style="list-style-type: none"> Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word. <p>Applying 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>					
Spelling	<p>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</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>					
	Homophones & near homophones Adding Prefixes- in- im-il	Spell words that often misspelt Spell words with the /shuhn/ endings sound	Homophones & near homophones Nouns ending in suffixes Plural Possessive Apostrophes	Statutory spelling words Words with the /s/ sound Words with soft 'c' Word families	Adding prefixes	Add suffixes- 'ous' Add adverbials of frequency, possibility and manner
Punctuation & Grammar	Natural curriculum Demarcating sentences (Revise full stops & capital letters, inverted commas). Revise subordinating conjunctions Fronted adverbials/ adverbials. Introductions into paragraphs around a theme. Sub headings and headings to organise information. Expanded noun phrase Understand pronouns		Revision of grammar being taught in previous term to ensure that it is embedded in children's writing. Noun phrases expanded by the addition of modifying adjectives and nouns (Expanded noun phrase). Prepositional phrases Use a range of pronouns and nouns with and across the sentences to aid cohesion and avoid repetition.		Revision of grammar being taught in previous term to ensure that it is embedded in children's writing. Possessive apostrophes Present perfect	
Reading	<p>Guided Reading- VIPERS- (vocabulary, inference, predict, explain, retrieve, summarise).</p> <ul style="list-style-type: none"> Understand what they read in books they can read independently by- checking that the text makes sense, discussing their understanding & explaining the meaning of words in context- Drawing inferences such as inferring a characters 'feelings, thoughts & motives' from their actions, & justifying inferences with evidence- Predicting what might happen from details stated and implied- asking questions to improve their justification of the text- identifying main ideas drawn from more than one paragraphs & summarise these- Identifying how language, structure & presentation contribute to meaning- Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say. <p>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</p> <p>Discussing words and phrases that capture the readers interest and imagination</p> <p>Identifying themes and conventions in a wider range of books.</p>					
	Discussing words and phrases that capture the	Increasing familiarity with a wide range of books, including fairy stories,	Reading books that are structured in different	Recognising different forms of poetry (e.g free verse, narrative poetry).	Reading books that are structured in different	Using dictionaries to check the meaning of words they have read.

	<p>reader's interest and imagination. Reading books that are structured in different ways and reading for a range of purposes. Text- The Ancient Egypt Sleepover</p>	<p>myths, legends and retelling of some of these orally</p>	<p>ways and reading for a range of purposes.</p>	<p>Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</p>	<p>ways and reading for a range of purposes.</p>	
Writing	<p>Independent Writing Letter writing to archaeologist - as a shared write/email. Discuss and record ideas WC1.</p> <p>Research on Egyptians – 'The Story of Tutankhamun' by Patricia Cleveland-Peck - non-chronological reports, instructions, character descriptions, diary entry. Recount of visit to British Museum</p> <p>Introduction to paragraphs as a way to group related material p12 WC3 Organise paragraphs around a theme p12 WC3</p> <p>Headings and sub-headings to aid presentations WC5 Use simple organisational devices such as headings and sub heading.</p>	<p>Independent Writing</p> <p>Independent Writing: Narrative based on 'Egyptian Cinderella'</p> <p>In narratives, create settings, characters and plot WC4</p> <p>Christmas poems</p>	<p>Independent Writing</p> <p>The Last Bear Drama Figurative language Character profile Poetry Narrative story Diary Dialogue</p> <p>Odd and The Frost Giants</p> <p>Narrative Recount Character Setting descriptions Letters Short explanations</p>	<p>Independent Writing</p> <p>The Ice Bear</p> <p>Poetry Settings Descriptive phrases</p> <p>Poetry Performance</p>	<p>Independent Writing</p> <p>Sparky Persuasive writing Narrative writing Descriptive passage 'How to' guide Letter Discussion Non-chronological report</p> <p>Sub headings and headings to organise information.</p>	<p>Independent Writing</p> <p>Zoo, Rainbow Bear Analysing texts Write dialogue Recount (trip) Writing paragraphs around a theme.</p> <p>The Lost Words Poetry</p>
Writing	<p>Review Headings and sub headings to aid presentations</p>		<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p>		<p>Punctuation</p>	

Punctuation & Grammar	Review paragraphs as a way to group related material	Fronted adverbials- use of commas after fronted adverbials Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.	Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Paragraphs			
Writing composition	Plan writing, discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar. Drafting & editing- compose and rehearse sentences orally progressively building a varied & rich vocabulary & increasing range of sentence structures. Organise paragraphs around a theme In narratives, create settings, characters and plot. In non-narrative material, use simple organisational devices such as headings and sub-headings Evaluate & edit-					
Handwriting	Revise handwriting patterns with ascenders and descenders. Also, revise size relation of capital letters, finger spaces and size of handwriting.	Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descender letters do not touch. Use the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left unjointed.				
Terminology we want the children to know	Co-ordinating & subordinating conjunctions Pronouns Possessive pronoun Possessive apostrophes Determiner Adverbial					
Links to other subjects	History – Ancient Egyptians	Geography - The Arctic Science – States of matter	Science – Living things and habitats. Food Chain. Environmental damage			
Stunning start or fabulous finish	Do a dig in the flower beds, write to a archaeologist	British museum, Egyptian party	Job Offer letter from Norwegian Embassy to go and do research on Bear Island	Performance Poetry	Unknown creature arrives in box from the Lazy Pet Company.	Wild Robot immersive two days
Visits or Visitors	Archaeologist British museum					Pulborough Brooks Nature Reserve