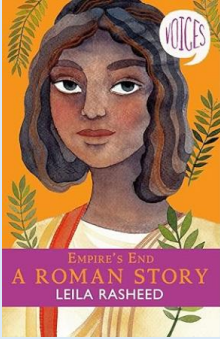
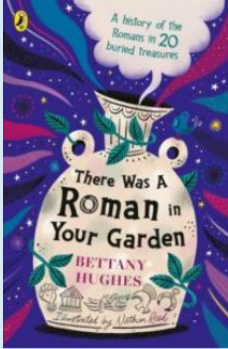
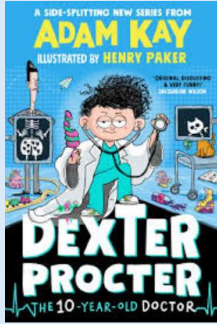
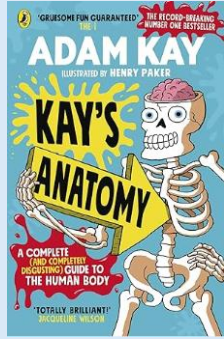
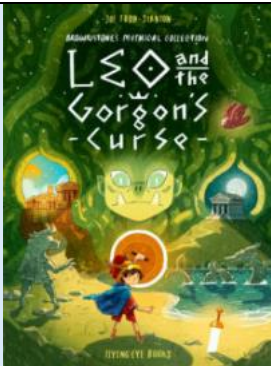
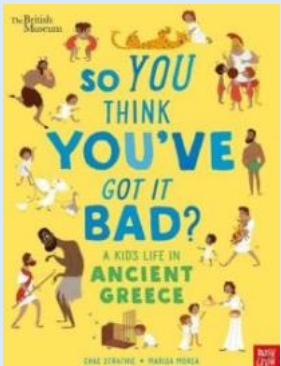
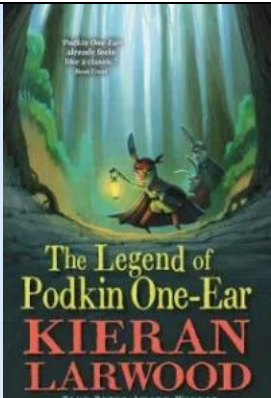
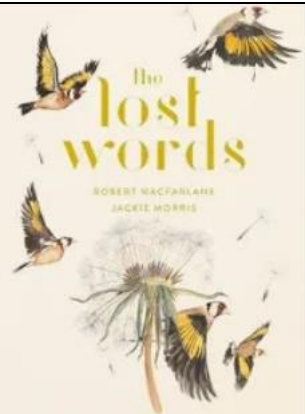


Year 4	Autumn 1		Autumn 2	
Text for writing focus	Empire's End: A Roman Story- Leila Rasheed (3 Weeks)  Genre: Historical/Adventure Fiction	There was a Roman in your garden- Bettany Hughes (3 Weeks)  Genre- Historical Non-Fiction	Dexter Procter the 10-Year-Old Doctor Adam Kay & Henry Paker (3 Weeks)  Genre: Contemporary Comedy Fiction	Kay's Anatomy: A complete (and completely disgusting) guide to the human body- Adam Kay (3 Weeks)  Genre: Science Non-Fiction
Why this, why now?	Recount is revisited , building on earlier writing in role so pupils select and sequence events with greater detail, maintaining viewpoint within a historical context.	Explanation is revisited , strengthening pupils' ability to organise a process clearly and logically, building on prior instruction and explanation writing with increased precision	Narrative is revisited from Year 3 , shifting the focus from plot to developing character through description, action and dialogue, so pupils begin to shape how a reader understands a character.	Non-chronological reports are revisited , building on earlier information writing so pupils organise content more clearly and with greater subject-specific detail.
Main outcome	Narrative Recount- Diary Entries Genre progression Recount.docx	Explanation: How to excavate an archaeological site. Genre progression Explanation Texts.docx	Narrative Writing: Developing Character through description, action and dialogue. Genre progression Narrative.docx	Non-Chronological Report Genre progression Non Chronological.docx
Purpose for writing	To recount	To explain	To entertain	To inform
Possible Immersive Hook	A Roman travelling chest appears containing a map, a damaged diary, a piece of jewellery and an identity scroll. The final diary entry is unfinished and describes the character approaching Roman Britain. Pupils use the evidence to reconstruct what might have happened next.	Create an archaeological dig using sand trays containing replica artefacts. Pupils work as archaeologists to excavate, record and preserve their discoveries before being asked to explain the correct process to future teams.	A doctor's case arrives containing unusual medical equipment, a patient record and a note explaining that the doctor who treated the patient was only ten years old. Pupils investigate what the objects reveal about Dexter's personality before receiving a short emergency scenario for him to respond to.	Create a "medical investigation station" containing X-rays, body diagrams, labelled specimen jars and a confidential patient file. The file contains several ridiculous misconceptions about the human body that pupils must investigate and correct.
	<u>Transcription:</u>	<u>Transcription:</u>	<u>Transcription:</u>	<u>Transcription:</u>

National Curriculum Coverage *indicates retrieval as this has been previously taught.	Apply knowledge of root words, prefixes and suffixes.* Revise adding suffixes beginning with vowel letters to words of more than one syllable.* Revise spelling the /ɪ/ sound using y elsewhere than at the end of words.* Spell further homophones.* Spell an increasing number of words from the Year 3 and 4 statutory word list.* Use the first two or three letters of a word to check its spelling in a dictionary.*	Apply previously taught prefixes and suffixes.* Revise the prefixes un-, dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti- and auto-.* Revise the suffixes -ation and -ly.* Spell further homophones.* Learn and apply statutory spellings.* Use dictionaries to check spellings.*	Apply taught root words, prefixes and suffixes.* Revise -ly, -sure and -ture endings.* Spell further homophones.* Learn and apply statutory spellings.* Use dictionaries to check spelling choices.*	Apply taught prefixes and suffixes.* Revise words ending in -sion, -tion, -ssion and -cian.* Place the possessive apostrophe accurately in regular plural nouns.* Place the possessive apostrophe accurately in irregular plural nouns.* Spell further homophones.* Learn and apply statutory spellings.* Use dictionaries to check spellings.*
	<u>Composition:</u> Discuss writing similar to that which they are planning and learn from its structure, vocabulary and grammar.* Discuss and record ideas.* Compose and rehearse sentences orally.* Create settings, characters and plot.* Organise related events into paragraphs.* Assess the effectiveness of their own and others' writing and suggest improvements.* Propose changes to grammar and vocabulary to improve consistency.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation, volume and action.*	<u>Composition:</u> Discuss model explanations and learn from their structure, vocabulary and grammar.* Discuss and record ideas.* Compose and rehearse sentences orally.* Build an increasingly varied and precise vocabulary.* Organise related information into paragraphs.* Use simple organisational devices.* Assess writing and suggest improvements.* Propose changes to grammar and vocabulary.* Proofread for spelling and punctuation errors.* Read completed writing aloud clearly.*	<u>Composition:</u> Discuss how authors reveal character through description, action and dialogue.* Discuss and record ideas.* Compose and rehearse sentences orally, including dialogue.* Develop a character through carefully selected details. Organise related narrative material into paragraphs.* Assess the effectiveness of writing and suggest improvements.* Propose changes to vocabulary and grammar.* Check the accurate use of nouns and pronouns.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate expression.*	<u>Composition:</u> Discuss reports and learn from their structure, vocabulary and grammar.* Discuss and record information gathered through reading and research.* Compose and rehearse sentences orally.* Organise related information into paragraphs.* Use simple organisational devices.* Select precise subject-specific vocabulary. Assess writing and suggest improvements.* Propose changes to vocabulary and grammar.* Proofread for spelling and punctuation errors.* Read completed writing aloud clearly.*
	<u>Handwriting:</u> Use the diagonal and horizontal strokes needed to join letters.* Understand which letters are best left unjoined.* Increase the legibility, consistency and quality of handwriting.*	<u>Handwriting:</u> Apply taught joining conventions consistently.* Maintain legibility and consistent letter size.* Ensure downstrokes are parallel and appropriately spaced.*	<u>Handwriting:</u> Use joined handwriting consistently.* Increase the legibility, consistency and quality of handwriting.*	<u>Handwriting:</u> Apply joining conventions consistently.* Maintain legibility and quality during sustained writing.*

	<u>Vocabulary, Grammar and Punctuation:</u> Use fronted adverbials to express time and place. Use commas after fronted adverbials. Choose nouns and pronouns appropriately for clarity and cohesion.* Maintain an appropriate past tense.* Use the present perfect in contrast to the simple past where appropriate.* Use paragraphs to group related events.* Introduce and use the terminology adverbial and pronoun.	<u>Vocabulary, Grammar and Punctuation:</u> Expand noun phrases using modifying adjectives, nouns and prepositional phrases, for example the fragile Roman pot beneath the compacted soil. Use fronted adverbials to sequence stages.* Use commas after fronted adverbials.* Use conjunctions, adverbs and prepositions to express time and cause.* Use the present tense consistently. Use nouns and pronouns appropriately.* Introduce and use the terminology determiner. Use adverbial, noun phrase, preposition and pronoun accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use and punctuate direct speech accurately.* Use a new line for a new speaker.* Use commas and other appropriate punctuation within direct speech.* Use expanded noun phrases containing modifying adjectives, nouns and prepositional phrases.* Use nouns and pronouns appropriately to avoid repetition.* Use Standard English verb inflections instead of local spoken forms, for example we were, not we was, and I did, not I done. Introduce and use the terminology possessive pronoun. Use determiner, pronoun and adverbial accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Recognise the grammatical difference between plural -s and possessive -s. Use apostrophes to indicate possession with singular and plural nouns.* Use expanded noun phrases containing prepositional phrases.* Use determiners appropriately. Use nouns and pronouns to support cohesion.* Use the present tense consistently.* Use paragraphs, headings and subheadings.* Use the terminology determiner, pronoun, possessive pronoun and adverbial accurately.*
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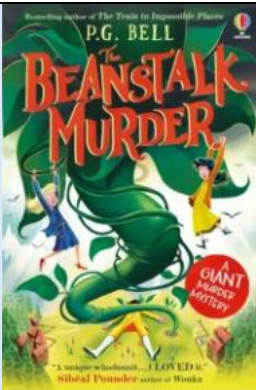
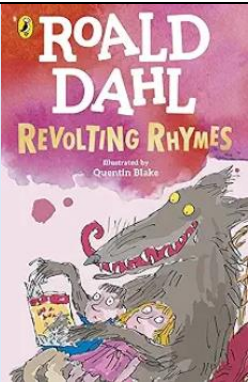
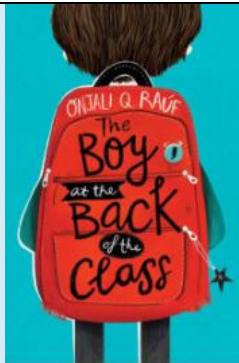
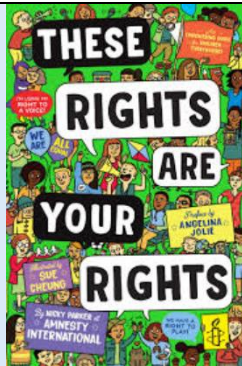
Year 4	Spring 3		Spring 4	
Text for writing focus	Leo and the Gorgon's Curse- Joe Todd Stanton (3 Weeks)	So you think you've got it bad? A kid's life in Ancient Greece- Chae Strathie & Marisa Morea (3 Weeks)	The Legend of Podkin One Ear- Kieran Larwood (3 Weeks)	The Lost Words- Robert Macfarlane and Jackie Morris

	 Genre: Adventure/Graphic Novel	 Genre: Historical Non-Fiction	 Genre: Fantasy Fiction	 Genre: Nature Poetry
Why this, why now?	Narrative is revisited , building on earlier adventure and quest structures so pupils sustain a coherent narrative across a longer sequence of events, with clearer links between episodes.	Discussion is revisited , strengthening pupils' ability to present and organise viewpoints with reasons, moving towards clearer comparison.	Narrative is revisited , refining the quest structure so pupils develop greater control of setting, character and plot working together, rather than treating them separately.	Persuasion is revisited , building on earlier persuasive writing so pupils shape arguments more clearly for a specific audience and purpose.
Main outcome	Narrative- Adventure Genre progression Narrative.docx	Discussion Text- Was life better or worse in Ancient Greece compared to today? Genre progression Discussion texts.docx	Narrative- Quest Genre progression Narrative.docx	Persuasive Letter- A letter persuading others to protect a woodland, habitat or natural space. Genre progression Persuasion.docx
Purpose for writing	To entertain	To discuss	To entertain	To persuade.
Possible Immersive Hook	A cracked stone shield, a map of an unknown island and a warning written in Ancient Greek appear in the classroom. A final message explains that someone has been turned to stone and asks the pupils to retrace Leo's journey to break the curse.	Divide the classroom into "Ancient Greece" and "Modern Britain". Give pupils objects, images and short scenarios involving school, food, work, homes and entertainment. They move between the two periods before receiving the question: Was life really better in Ancient Greece?	A battered shield and torn map are discovered with an urgent message explaining that an important object has been stolen. The map shows several dangerous locations, but the route is incomplete. Pupils must decide where the hero should travel and what challenges may be waiting.	Create a "missing words" display where the names and images of familiar local plants, birds and animals have disappeared. A fictional planning notice then announces that a woodland or habitat may be cleared. Pupils investigate what could be lost before writing to protect it.
National Curriculum Coverage	<u>Transcription:</u> Apply taught spelling patterns, prefixes and suffixes.* Revise words of Greek origin using	<u>Transcription:</u> Apply taught root words, prefixes and suffixes.* Revise words ending in -gue and -	<u>Transcription:</u> Apply taught spelling patterns, prefixes and suffixes.* Revise words containing ei, eigh	<u>Transcription:</u> Apply taught spelling patterns, prefixes and suffixes.* Distinguish between further

indicates retrieval as this has been previously taught.	ch for the /k/ sound. Revise words of French origin using ch for the /ʃ/ sound.* Spell further homophones.* Learn and apply statutory spellings.* Use dictionaries independently to check spellings.*	que.* Revise words containing the /s/ sound spelt sc.* Spell further homophones.* Learn and apply statutory spellings.* Use dictionaries to check spellings independently.*	and ey representing the /eɪ/ sound.* Spell further homophones.* Use apostrophes accurately in plural possessive forms.* Learn and apply statutory spellings.* Use dictionaries independently.*	homophones and near-homophones.* Use possessive apostrophes accurately with singular and plural nouns.* Learn and apply statutory spellings.* Use dictionaries independently.*
	<u>Composition:</u> Discuss adventure narratives and learn from their structure, vocabulary and grammar.* Discuss and record ideas.* Compose and rehearse sentences orally, including dialogue.* Create and develop settings, characters and plot.* Organise narrative material into coherent paragraphs.* Assess writing and suggest improvements.* Propose changes to grammar and vocabulary.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation and volume.*	<u>Composition:</u> Discuss model discussion texts and learn from their structure, vocabulary and grammar.* Discuss and record contrasting viewpoints.* Compose and rehearse sentences orally.* Select vocabulary appropriate to the subject and audience. Organise related viewpoints into paragraphs.* Use simple organisational devices.* Assess the effectiveness of their own and others' writing.* Propose changes to grammar and vocabulary.* Check nouns and pronouns for clarity and cohesion.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation and volume.*	<u>Composition:</u> Discuss quest narratives and learn from their structure, vocabulary and grammar.* Discuss and record ideas.* Compose and rehearse sentences orally, including dialogue.* Create and develop settings, characters and plot.* Organise connected episodes into coherent paragraphs.* Assess writing and suggest improvements.* Propose changes to grammar and vocabulary.* Check pronoun use for clarity and cohesion.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate expression.*	<u>Composition:</u> Discuss persuasive letters and learn from their vocabulary and grammar.* Discuss and record ideas suited to the intended audience. Compose and rehearse sentences orally.* Select precise and persuasive vocabulary. Organise related arguments into paragraphs.* Assess writing and suggest improvements.* Propose changes to grammar and vocabulary to strengthen the effect.* Check nouns and pronouns for clarity.* Proofread for spelling and punctuation errors.* Read completed writing aloud with appropriate intonation and volume.*
	<u>Handwriting:</u> Use joined handwriting consistently.* Maintain legibility, consistency and quality in sustained writing.*	<u>Handwriting:</u> Apply joined handwriting consistently.* Maintain legibility and quality.*	<u>Handwriting:</u> Use joined handwriting consistently.* Maintain legibility and quality in sustained writing.*	<u>Handwriting:</u> Apply joined handwriting consistently.* Maintain legibility and quality.*
	<u>Vocabulary, Grammar and Punctuation:</u> Use fronted adverbials to express time, place and manner.* Use commas after fronted adverbials.* Use expanded noun phrases.*	<u>Vocabulary, Grammar and Punctuation:</u> Use conjunctions, adverbs and prepositions to express cause.* Use fronted adverbials to organise viewpoints.* Use commas after fronted	<u>Vocabulary, Grammar and Punctuation:</u> Use fronted adverbials to express time and place.* Use commas after fronted adverbials.* Expand noun phrases with	<u>Vocabulary, Grammar and Punctuation:</u> Use fronted adverbials to organise arguments.* Use commas after fronted adverbials.* Use expanded noun phrases to

	Use conjunctions, adverbs and prepositions to express time, place and cause.* Choose nouns and pronouns appropriately.* Use and punctuate direct speech accurately.* Use Standard English verb forms.* Use paragraphs to organise changes in place, time or event.* Use all Year 4 terminology accurately.*	adverbials.* Use expanded noun phrases.* Choose nouns and pronouns appropriately to avoid repetition.* Use Standard English verb inflections.* Use present, past and present perfect verb forms accurately.* Use paragraphs to group related viewpoints.* Use Year 4 grammatical terminology accurately.*	modifying adjectives, nouns and prepositional phrases.* Use conjunctions, adverbs and prepositions to express time, place and cause.* Choose nouns and pronouns appropriately.* Use and punctuate direct speech accurately.* Use Standard English verb forms.* Use Year 4 grammatical terminology accurately.*	describe and specify.* Use conjunctions and adverbs to express cause.* Choose nouns and pronouns appropriately.* Use possessive apostrophes with plural nouns.* Distinguish plural -s from possessive -s.* Use Standard English forms.* Use Year 4 grammatical terminology accurately.*
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Year 4	Summer 5		Summer 6	
Text for writing focus	The Beanstalk Murder- PH Bell (3 Weeks)	Revolting Rhymes- Roald Dahl (3 Weeks)	The Boy at the Back of the Class- Onjali Q. Rauf & Pippa Curnick (3 Weeks)	These rights are your rights- Amnesty International

	 Genre: Fairytale/Mystery Fiction	 Genre: Fairytale Poetry	 Genre: Contemporary Fiction	 Genre: Social Non-Fiction
Why this, why now?	Narrative is revisited , increasing complexity by requiring pupils to manage information carefully, using clues, suspense and controlled revelation.	Poetry is revisited , building on earlier poetry so pupils use rhythm, structure and deliberate word choice to shape voice and storytelling.	Narrative is revisited , building on earlier work in viewpoint so pupils write with greater empathy and control of voice, adapting their writing to reflect a character's perspective.	Formal and informal letter writing is introduced for the first time , enabling pupils to distinguish between tone, language and structure depending on audience and purpose.
Main outcome	Narrative- Mystery Genre progression Narrative.docx	Narrative Poetry Genre progression Poetry.docx	Narrative- From a different viewpoint Genre progression Narrative.docx	Formal and Informal Letters
Purpose for writing	To entertain	To entertain	To entertain	To inform
Possible Immersive Hook	Create a cordoned-off crime scene containing an enormous footprint, scattered golden feathers, a broken harp string and fragments of beanstalk. Pupils receive witness statements that contradict one another and must identify the clues that matter.	Deliver a confidential "fairytale case file" containing familiar stories whose endings have been removed. A note from an anonymous poet challenges pupils to give each tale an unexpected new ending and perform it convincingly.	An unfamiliar school bag appears at the back of the classroom containing a few carefully chosen belongings, a map and an unfinished letter. Pupils consider what the objects reveal about their owner before hearing several different characters describe the same event.	Two letters arrive about the same children's-rights issue: one is an informal message from a child asking for help and the other is a formal response from an organisation. Pupils compare how the same subject is communicated before receiving a real or simulated rights-related situation requiring two different replies.
National Curriculum Coverage *indicates retrieval as this has been	<u>Transcription:</u> Apply all taught root words, prefixes and suffixes.* Distinguish between homophones and near-homophones.* Use possessive apostrophes accurately.*	<u>Transcription:</u> Apply all taught spelling patterns, prefixes and suffixes.* Spell further homophones accurately.* Spell an increasing number of statutory words correctly.*	<u>Transcription:</u> Apply all taught spelling rules, prefixes and suffixes.* Distinguish between homophones and near-homophones.* Use apostrophes accurately.* Spell an increasing number of	<u>Transcription:</u> Apply all Years 3 and 4 spelling rules, prefixes and suffixes.* Distinguish between homophones and near-homophones.* Use singular and plural possessive apostrophes accurately.*

previously taught.	Spell an increasing number of statutory words correctly.* Use dictionaries independently.* Proofread and correct spelling errors.*	Use dictionaries independently.* Proofread and correct spelling errors.*	statutory words correctly.* Use dictionaries independently.* Proofread and correct spelling errors.*	Spell an increasing number of words from the Year 3 and 4 statutory list.* Use the first two or three letters of a word to check its spelling in a dictionary.* Proofread and correct spelling errors.*
	<u>Composition:</u> Discuss mystery narratives and learn from their structure, vocabulary and grammar.* Discuss, select and record significant clues. Compose and rehearse sentences orally, including dialogue.* Create settings, characters and plot.* Organise clues and events into coherent paragraphs.* Control the release of information. Assess writing and suggest improvements.* Propose changes to vocabulary and grammar.* Check nouns and pronouns for cohesion.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate expression.*	<u>Composition:</u> Discuss narrative poetry and learn from its structure, vocabulary and grammar.* Discuss and record ideas.* Compose and rehearse lines and sentences orally.* Select vocabulary deliberately for voice and effect. Organise related material appropriately.* Assess the effectiveness of their own and others' writing.* Propose changes to vocabulary and grammar.* Proofread for spelling and punctuation errors.* Perform writing using appropriate intonation, volume and action.*	<u>Composition:</u> Discuss viewpoint narratives and learn from their vocabulary and grammar.* Discuss and record ideas from more than one perspective. Compose and rehearse sentences orally, including dialogue.* Develop settings, characters and plot.* Maintain a chosen viewpoint. Organise related narrative material into paragraphs.* Assess writing and suggest improvements.* Propose changes to grammar and vocabulary.* Check nouns and pronouns for clarity and cohesion.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation and volume.*	<u>Composition:</u> Discuss writing similar to that which they are planning and learn from its structure, vocabulary and grammar.* Discuss and record ideas appropriate to different audiences. Compose and rehearse sentences orally.* Select vocabulary and grammar appropriate to the intended recipient. Organise related ideas into paragraphs.* Assess the effectiveness of their own and others' writing.* Propose changes to grammar and vocabulary.* Check nouns and pronouns for clarity and cohesion.* Proofread for spelling and punctuation errors.* Read completed writing aloud with appropriate intonation and volume.*
	<u>Handwriting:</u> Use joined handwriting consistently.* Maintain legibility and quality across sustained writing.*	<u>Handwriting:</u> Apply joined handwriting consistently where appropriate.* Maintain legibility, consistency and quality. Present a final piece carefully and clearly.	<u>Handwriting:</u> Apply joined handwriting consistently.* Maintain legibility and quality across sustained writing.*	<u>Handwriting:</u> Use joining appropriately and consistently.* Understand when letters are best left unjoined.* Maintain legible, consistent and high-quality handwriting.*
	<u>Vocabulary, Grammar and Punctuation:</u>	<u>Vocabulary, Grammar and Punctuation:</u>	<u>Vocabulary, Grammar and Punctuation:</u>	<u>Vocabulary, Grammar and Punctuation:</u>

	Use fronted adverbials and commas accurately.* Use expanded noun phrases.* Use conjunctions, adverbs and prepositions to express time, place and cause.* Choose nouns and pronouns appropriately.* Use and punctuate direct speech accurately.* Use Standard English verb inflections.* Use apostrophes accurately.* Use Year 4 grammatical terminology accurately.*	Use expanded noun phrases where they strengthen description.* Use conjunctions, adverbs and prepositions to express time, place and cause.* Use and punctuate direct speech where appropriate.* Use Standard English verb forms unless non-standard speech is a deliberate character choice. Apply commas, apostrophes and sentence punctuation accurately.* Use Year 4 grammatical terminology accurately.*	Choose nouns and pronouns appropriately to maintain viewpoint and avoid repetition.* Use possessive pronouns accurately.* Use expanded noun phrases.* Use fronted adverbials and commas accurately.* Use conjunctions, adverbs and prepositions to express time, place and cause.* Use and punctuate direct speech accurately.* Use Standard English verb forms appropriately.* Use Year 4 grammatical terminology accurately.*	Use Standard English verb inflections consistently.* Use expanded noun phrases containing modifying adjectives, nouns and prepositional phrases.* Use fronted adverbials and commas accurately.* Choose nouns, pronouns and possessive pronouns appropriately.* Distinguish plural -s from possessive -s.* Use possessive apostrophes with singular and plural nouns.* Use present, past and present perfect forms accurately.* Apply all taught punctuation accurately.* Use the terminology determiner, pronoun, possessive pronoun and adverbial, alongside the terminology introduced in Year 3.*
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