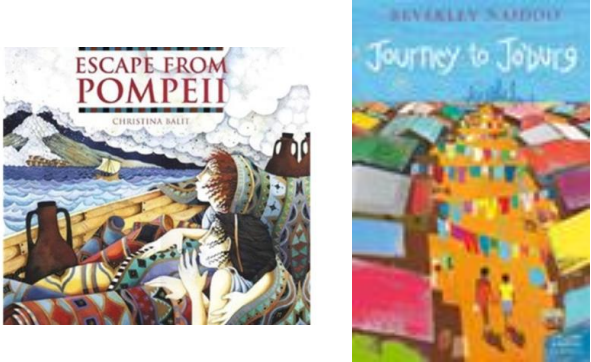
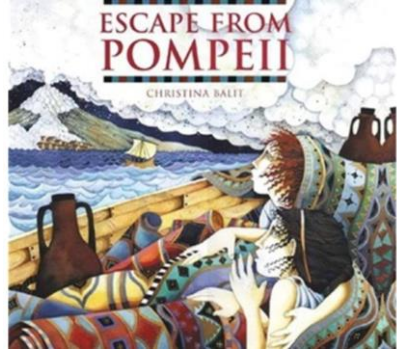




**English medium term planning
2024-2025 AT1
Year 4**

	Reading 8 weeks	Writing 8 Weeks
<p>Core texts Autumn 1</p> <p>Escape from Pompeii by Christina Balit</p> <p>Journey to Jo'burg by Beverley Naidoo</p>	<div data-bbox="504 359 1093 722">  </div> <p>As well as these texts, please use a range of other texts to support reading comprehension and other curriculum areas.</p> <p><u>Reading comprehension (statutory requirements):</u> Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> □ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<div data-bbox="1361 359 1756 710">  </div> <p><u>Outcome: Newspaper report (4 weeks)</u></p> <p>Escape from Pompeii by Christina Balit- Literacy Tree (year 3)</p> <p><i>The eruption of Mount Vesuvius in AD 79 meant death for most of the Roman citizens living in Pompeii. But some people must have survived, and Christina Balit has used this as the starting-point for her story. It tells of Tranio, an actor's son, and his friend Livia, the baker's daughter, who witness the destruction of their beloved city.</i></p>

- ☐ 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
- ☐ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- ☐ identifying themes and conventions in a wide range of books
- ☐ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ☐ discussing words and phrases that capture the reader's interest and imagination
- ☐ recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- ☐ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ☐ asking questions to improve their understanding of a text



Outcome: Diary entries (4 weeks)

Journey to Jo'burg by Beverley Naidoo

Mma lives and works in Johannesburg, far from the village thirteen-year-old Naledi and her younger brother, Tiro, call home. When their baby sister suddenly becomes very sick, Naledi and Tiro know, deep down, that only one person can save her. Bravely, alone, they set off on a journey to find Mma and bring her back.

End of year outcomes (taken from Islington's Writing Moderation document):

The pupil can, after discussion with the teacher:

Please also note the Spelling Statutory objectives for the year. Ensure that these are taught within your lesson sequence and that the

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarizing these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction.

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.

Spelling objective for that week is linked to the Spelling homework.

Working Towards the expected standard

Transcription: Spelling

- Spell words with a range of prefixes e.g. un-, dis-, mis-, in-
- Spell some of the year 3/4 common exception words

Transcription: Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Composition:

- Begin to use paragraphs around a theme
- Use headings and sub-headings to aid presentation
- Write for a range of purposes and audiences (engaging the reader) including a short story
- Read their own writing aloud to a group or the whole class with appropriate expression, particularly when reading speech
- Make simple additions, revisions and proof-reading corrections to their own writing

Vocabularily, grammar and punctuation:

- Use of the forms a or an
- Use conjunctions, adverbs or prepositions to express time and place to extend the range of sentences
- Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)
- Begin to use inverted commas for direct speech

Working at the expected standard

Transcription: Spelling

- Spell many of the year 3/4 common exception words*
- Spell words with a range of suffixes e.g. ly, tion, ous

Transcription: Handwriting

- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition:

- Write effectively for a range of purposes and audiences, engaging the reader by using a

		<p>varied and rich vocabulary and an increasing range of sentence structures</p> <ul style="list-style-type: none"> • Organise paragraphs around a theme • Achieve cohesion by effectively using a range of fronted adverbials, using a comma after fronted adverbials • Proofread for spelling and punctuation errors, independently using the dictionary/word banks using the first 2 or 3 letters of a word <p>Vocabularily, grammar and punctuation</p> <ul style="list-style-type: none"> • Extend range of sentences by using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Mostly correctly use Standard English forms for verb inflections [for example, we were instead of we was, or I did instead of I done] • Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]
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		<p>Working at greater depth within the expected standard</p> <ul style="list-style-type: none"> • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Read writing back and adapt word choice with audience in mind (independent use of a thesaurus), ensuring precise word choice. • Demonstrate application of expected statements across the curriculum, i.e. consider audience and purpose when writing up a science investigation. • Build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. • Spell most of the Y3/4 common exception words *
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* Year 3/4 Spelling Words: accident(ally); actual(ly); address; answer; appear; arrive; believe; bicycle; breath; breathe; build; busy/business; calendar; caught; centre; century; certain; circle; complete; consider; continue; decide; describe; different; difficult; disappear; early; earth; eight/eighth; enough; exercise; experience; experiment; extreme; famous; favourite; February; forward(s); fruit; grammar; group; guard; guide; heard; heart; height; history; imagine; increase; important; interest; island; knowledge; learn; length; library; material; medicine; mention; minute; natural; naughty; notice; occasion(ally); often; opposite; ordinary; particular; peculiar; perhaps; popular; position; possess(ion); possible; potatoes; pressure; probably; promise; purpose; quarter; question; recent; regular; reign; remember; sentence; separate; special; straight; strange; strength; suppose; surprise; therefore; though/although; thought; through; various; weight