

1. AUT 1: What's inside? (6 week block) – Local area / Plants / Bread Making		2. AUT 2: What's inside? (6 week block) – Romans / Human Skeleton		3. SPRI 1: What's the matter? (6 week block) – Ancient Greece / volcanoes / Tonal sketching	
<p>Key texts: Roman Invasion (My Story) by Jim Eldridge</p> <p>Assessment- Summative baseline SPAG and Reading + Baseline Science report – features of a plant and instruction writing linked to bread making (Alien sandwich)</p>		<p>Key texts: Roman Invasion (My Story) by Jim Eldridge</p> <p>Assessment: Summative assessment for SPAG and reading + non. chron. Roman report and a diary entry from a soldier's perspective</p>		<p>Key texts: Who let the Gods out? By Maz Evans</p> <p>Assessment- Formative assessment for reading and SPAG + Setting description; recount of a myth</p>	
<p>Writing Skills:</p> <p>1. Science report (features of a plant) using technical vocabulary and imperative verbs alongside a range of sentence types such as rhetorical questions to engage the reader. Focus on formal, scientific language and paragraphing with bullet points for a list</p> <p>2. Bread making instructions – imperative verbs and adverbs in varying positions; formal language; brackets for additional information; paragraphing and layout structures</p> <p><u>Short writes</u> could include personal diary entries and example report entries for a topic of their choosing plus elements that extend from new curriculum learning</p> <p>GDS focus: <i>Correct use of formal style to suit audience and purpose, with allowances for informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing – share further example Roman texts and non-chronological or scientific reports</i> <i>Write effectively for a range of purposes and audiences – choose vocabulary and grammar that reflects what the writing requires</i></p>		<p>Writing skills:</p> <p>1. Diary writing – first person, emotive language, use of paragraphing, informal language (e.g., contractions and brackets for asides)</p> <p>2. Non-chronological report to introduce the Romans and an aspect of their own choice e.g., housing, soldiers, food based on a shared write and own research. Focus on formal and technical language, alongside a range of sentence types, including the use of co-ordinating conjunctions, paragraphing and further layout structures (e.g., subheadings)</p> <p><u>Short writes</u> could include Christmas poetry, scientific investigations on pulse rate or example paragraphs for an information report on the human body plus elements that extend from new curriculum learning</p> <p>GDS Focus: <i>Links to historical context using technical language and appropriate phrasing</i> <i>Correct use of formal and informal style to suit audience and purpose, chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing – share further example diary texts and instruction texts</i> <i>Write effectively for a range of purposes and audiences – choose punctuation, vocabulary and grammar that reflects what the writing requires (e.g., brackets and further use of commas)</i></p>		<p>Writing skills:</p> <p>1. Setting description - linked to class novel or Greek myth – expanded noun phrases, adverbs, prepositions, suspense language, similes, paragraphing,</p> <p>2. Recount –linked to Ancient Greek myths – adverbs of time, expanded noun phrases, suspense language, paragraphing, emotive and suspense language features, similes; indirect speech</p> <p><u>Short writes</u> could include volcano reports, newspaper headlines and opening paragraph, own myth or story setting, form of poetry</p> <p>GDS Focus: <i>Links to historical context using technical language and appropriate phrasing</i> <i>Introduction of simple relative clauses in middle of a sentence using brackets or dashes</i> <i>Correct use of formal and informal style to suit audience and purpose</i> <i>Drawing independently on what they have read as models for own writing</i> <i>Write effectively for a range of purposes and audiences – choose punctuation, vocabulary and grammar that reflects what the writing requires</i></p>	
<p>Reading Skills:</p> <p>2a – vocabulary: explain the meaning of words in context and teach key strategies to do this</p> <p>2b – retrieval: skim and scan to find information from a range of texts and teach key strategies to do this</p> <p>-Prim Ed Skills 2b Teacher modelled</p> <p>-Prim Ed Skills 2b Independent / Paired</p> <p>-Romans, class novel or topic 2b - application</p> <p>-Prim Ed skills 2a Teacher modelled</p> <p>-Prim Ed Skills 2a Independent / Paired</p> <p>-Romans, class novel or topic 2a - application</p>	<p>SPAG Skills:</p> <p>-Revision of KS1 skills in punctuation and word classes. (Basic recap of nouns, adjectives & verbs)</p> <p>-Introduction/revision of sentence types: question, command, exclamation, statement.</p> <p>-Focus on verbs</p> <p>-Focus on imperative verbs</p> <p>-Simple and compound sentences using co-ordinating conjunctions</p> <p>-Introduction to subject and verb</p> <p>-Introduction to subject verb agreement</p>	<p>Reading Skills:</p> <p>Revision of 2a and 2b skills</p> <p>2d – infer from information in a text giving reasons to justify</p> <p>2h – compare and contrast linked to modern day and Roman day</p>	<p>SPAG Skills:</p> <p>-Revision week: ? . ! word classes compound and simple sentences FANBOYS</p> <p>-Introduce main and subordinate clauses</p> <p>-Compound and complex sentences using subordinating and co-ordinating conjunctions with correct use of commas</p> <p>-Contractions (informal writing)</p> <p>-Adverbs of time and manner with correct use of commas</p> <p>-Pronouns</p> <p>- Simple verbs</p>	<p>Reading Skills:</p> <p>Revision of 2a and 2b skills</p> <p>2d – infer from information in a text giving reasons to justify</p> <p>2h – compare and contrast linked to modern day and Roman day</p>	<p>SPAG Skills:</p> <p>Revision week: clauses compound/complex sentences conjunctions adverbs apostrophes for contraction</p> <p>-Introduce expanded noun phrases</p> <p>-Introduce similes</p> <p>-Introduce suspense skills: E.g., 3 short simple sentences; single words; passive voice (not in detail); ellipses</p> <p>-Indirect speech</p> <p>-Revise adverbs of time and manner and introduce place or frequency (as appropriate)</p>
		<p>Speaking and Listening Skills:</p> <p>Refer, monitor and assess speaking and listening (oracy) skills when reading extracts</p> <p>Demonstrate and allow whole class practise time for reading aloud, focusing on fluency and expression</p> <p>Prepare and present non-chronological reports fluently and with an awareness of audience</p>	<p>Spelling:</p> <p>Y3/4 statutory words</p> <p>+ Spelling Shed / No Nonsense spelling AUT 1</p> <p>Ow sound (ou)</p> <p>U sound (ou)</p> <p>I sound (using y)</p> <p>Ze sound (suffix –ure)</p> <p>Challenge words</p> <p>Rules:</p> <p>y making the 'i' sound</p> <p>plurals revision</p>	<p>Speaking and Listening Skills:</p> <p>Refer, monitor and assess speaking and listening (oracy) skills when reading extracts</p> <p>Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression</p> <p>Prepare and present their recount fluently and with an awareness of audience, introducing drama aspects appropriate</p>	<p>Spelling:</p> <p>Y3/4 statutory words</p> <p>+ Spelling Shed / No Nonsense spelling SPRI 1</p> <p>Long ay sound (ai)</p> <p>Long ay sound (ei)</p> <p>Long ay sound (ey)</p> <p>-ly words</p> <p>Homophones</p> <p>Challenge words</p> <p>Rules:</p> <p>Revision of long 'e' (magic e) sound</p>

4. SPRI 2: What’s the matter? (6 week block) –2-figure grid references & Continents and climate / Forces -magnets / Papier mache sculpture		5. SUM1: What’s around the corner? (6 weeks) Rocks and soils / Stone Age / Graffiti + Banksy study		6. SUM2: What’s around the corner? (6 weeks) – Coal mining history / shadows /Bridge building (Isambard Brunel)	
Key texts: Who Let the Gods Out? By Maz Evans Assessment: Summative assessment for Reading and SPAG + character description and information report linked to geography		Key texts: Scribble Boy Assessment: Formative assessment for reading and SPAG + persuasive writing and non-chronological report linked to Stone Age		Key texts: Scribble Boy Assessment: Summative assessment for reading and SPAG +	
Writing Skills: 1.Character description – linked to class novel and other exemplars – expanded noun phrases, similes; sentence types and clauses; adverbs and prepositions; paragraphing; informal writing (e.g., contractions); indirect speech as appropriate 2. Information report – punctuation types; clauses, conjunctions and sentence types; expanded noun phrases suited to technical text type; formal writing Short writes could include story extract/opener, extreme weather report, scientific writing plus elements that extend from new curriculum learning. GDS Focus: <i>Links to historical context using technical language and appropriate phrasing</i> <i>Simple relative clauses in middle of a sentence using brackets or dashes</i> <i>Correct use of formal and informal style to suit audience and purpose</i> <i>Drawing independently on what they have read as models for own writing</i> <i>Write effectively for a range of purposes and audiences – choose punctuation, vocabulary and grammar that reflects what the writing requires</i>		Writing Skills: 1. Persuasive writing - linked to class novel and artist Banksy – persuasive writing features; emotive language; technical vocabulary; rhetorical questions; range of punctuation; formal writing; paragraphing 2. Non-chron report – linked to topic - focus on formal and technical language, alongside a range of sentence types, including the use of a range of conjunctions, paragraphing and further layout structures (e.g., subheadings) Short writes could include a topic of their choosing from Stone Age, a poem related to graffiti, a biography or fact file for Banksy plus elements that extend from new curriculum learning. GDS Focus: <i>Correct use of formal style to suit audience and purpose, with allowances for informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing – share further example Roman texts and non-chronological or scientific reports</i> <i>Write effectively for a range of purposes and audiences – choose punctuation, vocabulary and grammar that reflects what the writing requires (e.g., multi clausal sentences, range of parenthesis and all punctuation taught; higher level technical and own choice of vocabulary)</i>		Writing Skills: 1. Diary entry or letter – linked to coal mining history – 2. Report or biography – linked to bridges and Isambard Brunel Short writes could include... elements that extend from new curriculum learning GDS Focus: <i>Correct use of formal style to suit audience and purpose, with allowances for informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing – share further example Roman texts and non-chronological or scientific reports</i> <i>Write effectively for a range of purposes and audiences – choose punctuation, vocabulary and grammar that reflects what the writing requires (e.g., multi clausal sentences, range of parenthesis and all punctuation taught; higher level technical and own choice of vocabulary)</i>	
Reading Skills: Revision of 2a, 2b and 2d skills -Combination of domains using teacher modelling and paired work -Combination of domains using independent skills as appropriate -topic and class novel based approach to combination of domains -Prim Ed Skills 2c – teacher modelled -Prim Ed Skills 2c – independent / paired Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression Prepare and read their character description fluently and with an awareness of audience, introducing drama aspects appropriate	SPAG Skills: Revision week – word classes expanded noun phrases similes indirect speech -Expanded noun phrases consolidation -Indirect speech consolidation - Use of commas in clauses and phrases revision -Modal verbs -Pronouns consolidation -Subject verb agreement consolidation Spelling: Y3/4 statutory words + Spelling Shed / No Nonsense spelling SPRI 2 -Words ending –al -Words ending -le -Suffix –ly -Suffix –ally -Suffix –ly exceptions to the rule -Challenge words Rules: Change the y to an i i before e except after c	Reading Skills: Revision of 2a, 2b and 2d skills -Introduction to: Fact or opinion? -Fact or opinion? Independent / paired -Combination of domains using teacher modelling and paired work -Combination of domains using independent skills as appropriate -topic and class novel based approach to combination of domains Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression Prepare and take part in a class debate / present poetry	SPAG Skills: Revision week – expanded noun phrases use of commas modal verbs subject verb agreement -Verb types: simple past, present, future + perfect form -Third person -Formal language - Paragraphing - Clauses and conjunctions consolidation - Punctuation for parenthesis intro for Y4 Spelling: Y3/4 statutory words + Spelling Shed / No Nonsense spelling SPRI 1 -Root words (t)ch +er -k sound –ch -g sound –gue + k sound –que -s sound sc -Homophones -Challenge words Rules: When –ing comes to stay ‘e’ goes away Soft ‘c’ and hard ‘c’ sound	Reading Skills: Revision of all reading domains taught (6 weeks) Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression Prepare and read their character description fluently and with an awareness of audience, introducing drama aspects appropriate	SPAG Skills: Revision week verb forms simple and perfect third person parenthesis Revision of all SPAG taught (5 weeks) Spelling: Y3/4 statutory words + Spelling Shed / No Nonsense spelling SPRI 1 -Revision of spelling rules taught (6 weeks)