

Year 4/5	Autumn		Spring		Summer	
Genres	Narrative - Character Description Explanation	Narrative - Diary with dilemma Newspaper	Poetry Persuasive Writing	Narrative - Mystery Auto/Biography	Playscripts Discussion Texts	1 <sup>st</sup> and 3 <sup>rd</sup> Person Narrative Non-Chronological Reports
Speaking and Listening	<p>This content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years;</p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers.</li> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes including</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>Gain and maintain the interest of the listener.</li> <li>Select the appropriate registers for effective communication.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Articulate and justify answers, arguments and opinions.</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> </ul>					
Class Readers	The Chocolate Tree		How to Train your Dragon		The Explorer	
Reading for Pleasure and Understanding	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a range of narratives and recounts such as historical novels, newspapers and diaries.</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or textbooks</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Drawing inferences such as inferring a characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>		<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a range of poems and non-fiction texts.</li> <li>Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>Learning a wider range of poetry by heart</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>Listen to and discuss a range of non-fiction texts.</li> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Continuing to read and discuss an increasingly wide range of fiction, non-fiction and poetry</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>Predicting what might happen from what is stated and implied.</li> <li>Identifying how language, structure and presentation contribute to meaning.</li> </ul>		<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a range of plays.</li> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>Continuing to read and discuss an increasingly wide range of fiction, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul>	

<p><b>Reading Comprehension</b></p>	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction texts using a range of question types; ordering, multiple choice, tables/charts, finding synonyms and antonyms, short and long responses.</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>distinguish between statements of fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>identify how language, structure, and presentation contribute to meaning.</li> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>predict what might happen from details stated and implied.</li> <li>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.</li> <li>provide reasoned justifications for their views.</li> </ul>
<p><b>Writing</b></p>	<p><b>Pupils should be taught to:</b></p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>precising longer passages</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Use a thesaurus</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>proof-read for spelling and punctuation errors</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>		

	<p><u>RWI Units 1, 2, 3, 4 and 7</u></p> <ul style="list-style-type: none"> <li>• Adding Prefixes; mis-, auto-</li> <li>• Adding Suffix: -ly, -ous (Unit 7)</li> <li>• Words ending in -sure</li> </ul>	<p><u>RWI Units 5, 6, 8, 9</u></p> <ul style="list-style-type: none"> <li>• Words with the ay sound spelt ei, eigh, ey</li> <li>• Adding Prefixes; inter- (Unit 5)</li> <li>• Words with the s sound spelt sc</li> <li>• Words ending in -sion</li> </ul>	<p><u>RWI Units 10, 11, 12</u></p> <ul style="list-style-type: none"> <li>• Adding Prefix: il and revision of adding Prefixes; un-, in-, mis- and dis- (linked to Y3 Unit 1)</li> <li>• The c sound spelt -que and the g sound spelt -gue</li> </ul> <p><u>RWI Special Focus 2 (additional time)</u></p> <ul style="list-style-type: none"> <li>• Homophones</li> </ul>	<p><u>RWI Unit 12, 13, 14</u></p> <ul style="list-style-type: none"> <li>• Adding Prefixes; super- and sub-</li> <li>• Adding Prefix; ir- to words beginning with r</li> </ul> <p><u>RWI Special Focus 4 (additional time)</u></p> <ul style="list-style-type: none"> <li>• Homophones</li> </ul>	<p><u>RWI Special Focus 1</u></p> <ul style="list-style-type: none"> <li>• The short u sound spelt ou</li> </ul> <p><u>Common Exception Words</u></p>	<p><u>Pluralisation rules revision</u></p> <p><u>RWI Special Focus 3</u></p> <ul style="list-style-type: none"> <li>• Possessive apostrophes with plural words</li> </ul> <p><u>Homophones</u></p> <p><u>Common Exception Words</u></p>
	<p><b>Common Exception Words (orange words):</b> appear, busy, calendar, centre, grammar, natural, though, various</p>	<p><b>Common Exception Words (orange words):</b> guard, history, imagine, increase, library, material, regular, important</p>	<p><b>Common Exception Words (orange words):</b> century, complete, forward, knowledge, purpose, recent, strange, surprise</p>	<p><b>Common Exception Words (orange words):</b> although, pressure, accident, actual, certain, consider, extreme, favourite, reign</p>	<p><b>Common Exception Words (orange words):</b> medicine, breath, breathe, exercise, experience, mention, particular, position, continue, naughty</p>	<p><b>Common Exception Words (orange words):</b> Experiment, occasion, peculiar, perhaps, probably, potatoes, suppose, separate, possess</p>
Spelling	<ul style="list-style-type: none"> <li>• Review Year 4 Common Exception Words</li> </ul> <p><u>RWI Units 1 - 3</u></p> <ul style="list-style-type: none"> <li>• Spell some words with silent letters (1).</li> <li>• Words ending in -ible</li> <li>• Words ending in -able.</li> </ul> <p><u>Special Focus 3</u></p> <ul style="list-style-type: none"> <li>• Common Exception Words</li> </ul>	<p><u>RWI Unit 4 - 8</u></p> <ul style="list-style-type: none"> <li>• Spell some words with silent letters (2).</li> <li>• Words ending in -ibly and -ably.</li> <li>• Words ending in -ent.</li> <li>• Words ending -ence.</li> <li>• The sound ee spelt ei.</li> </ul> <p><u>Special Focus 1</u></p> <ul style="list-style-type: none"> <li>• Words with letter string 'ough'</li> </ul> <p><u>Special Focus 2</u></p> <ul style="list-style-type: none"> <li>• Homophones</li> </ul>	<p><u>RWI Unit 9</u></p> <ul style="list-style-type: none"> <li>• Words ending in -ant, -ance and -ancy.</li> </ul> <p><u>Special Focus 4</u></p> <ul style="list-style-type: none"> <li>• Common exception words</li> </ul> <p><u>Special Focus 5</u></p> <ul style="list-style-type: none"> <li>• Homophones</li> </ul> <p><u>Special Focus 6</u></p> <ul style="list-style-type: none"> <li>• Common exception words</li> </ul>	<p><u>Special Focus 7</u></p> <ul style="list-style-type: none"> <li>• Common exception words</li> </ul> <p><u>Special Focus 8</u></p> <ul style="list-style-type: none"> <li>• Homophones</li> </ul> <p><u>Special Focus 9</u></p> <ul style="list-style-type: none"> <li>• Common exception words</li> </ul>	<p><u>RWI Units 10 - 12</u></p> <ul style="list-style-type: none"> <li>• Words ending in shus spelt -cious.</li> <li>• Words ending in shus spelt -tious.</li> </ul> <p><u>Special Focus 10</u></p> <ul style="list-style-type: none"> <li>• Common exception words</li> </ul> <p><u>Special Focus 11</u></p> <ul style="list-style-type: none"> <li>• Common exception words</li> </ul>	<p><u>RWI Units 12</u></p> <ul style="list-style-type: none"> <li>• Words ending in shul spelt -cial or -tial.</li> </ul> <p><u>Special Focus 12</u></p> <ul style="list-style-type: none"> <li>• Common exception words</li> <li>• Common exception words Assess and Review.</li> </ul>
	<p><b>Common Exception Words (orange words):</b> accommodate, accompany, according, aggressive, appreciate, attached, thorough, cemetery, competition, environment, dictionary,</p>	<p><b>Common Exception Words (orange words):</b> achieve, ancient, leisure, mischievous, neighbour, soldier, variety, government, individual, parliament</p>	<p><b>Common Exception Words (orange words):</b> rhyme, rhythm, symbol, system, forty, curiosity, embarrass, excellent, exaggerate, especially, interrupt</p>	<p><b>Common Exception Words (orange words):</b> develop, determined, familiar, definite, awkward, persuade, immediately, suggest, marvellous, necessary, programme, recommend</p>	<p><b>Common Exception Words (orange words):</b> convenience, muscle, disastrous, neighbour, interfere, average, desperate, temperature, vegetable, frequently, equipment</p>	<p><b>Common Exception Words (orange words):</b> bruise, nuisance, recognise, criticise, prejudice, pronunciation, relevant, sacrifice, shoulder, signature, sincere(ly), twelfth</p>
Terminology for Pupils	<p><b>determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</b></p>					

<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>Expand noun phrases by adding modified adjectives, nouns and prepositional phrases.</li> <li>Use the standard English form of verb inflections instead of local spoken forms e.g. <i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i>.</li> <li>Converting nouns into adjectives using suffixes such as: -ate, -ise, -ify.</li> <li>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> </ul>	<ul style="list-style-type: none"> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>Secure understanding of the difference between plural and possessive -s.</li> <li>Use fronted adverbials.</li> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> </ul>
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>Use of commas after fronted adverbials.</li> <li>Use of paragraphs as a way to group related material.</li> <li>Use of commas to clarify meaning and avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>Use of inverted commas and other punctuation to punctuate direct speech e.g. the comma after the reporting clause.</li> <li>Insert direct speech at the beginning and end of a sentence and understand the positioning of the comma.</li> <li>Use of paragraphs as a way to group related material.</li> <li>Using a colon at the start of a list.</li> </ul>	<ul style="list-style-type: none"> <li>Split direct speech within a sentence and understand the need of additional punctuation such as the comma.</li> <li>Place the apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>Use of paragraphs as a way to group related material.</li> <li>Brackets, dashes or commas to indicate parenthesis.</li> </ul>
<p><b>Handwriting</b></p>	<p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Write legibly, fluently and with increasing speed by: □ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter.</p>		