|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 4** | **Title** | **Author** | **Duration of teaching sequence** | **Extended writing /genres** | **SPAG to be taught within the teaching sequence.** |
|  |  |  |  |  |  |
| **Autumn 1** | **Flotsam** | David Wisner | 3 weeks | Narrative description  Recount – Diary entry  Narrative fantasy story - sequel | Punctuate direct speech  Expressing time, place and cause using conjunctions (Year 3)  Prefixes (Shades of meaning)  Expanded noun phrases |
| **Lost Thing** | Shaun Tan | 3 weeks | Explanation text  Diary entry – recount  Letter – persuasive writing | Identify an increasing range of homophones and other words that are often confused - Spell words containing the ‘ough’ grapheme and identify alternative pronunciations. - To recognise and spell the suffix cian/tion/ssion/sion  cohesion within a paragraph  Use of inverted commas and other punctuation to indicate direct speech |
| **Jim a cautionary Tale** | Hiliare Belloc | 1 – 2 weeks | Poetry  Narrative retelling a moral story | Expressing time, place and cause using conjunctions and adverbs [if and then] - Relative clauses beginning with who, whose, which or that (Y5) - Use fronted adverbials for time, place and manner, e.g. later that day. - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  **Spelling: Mis and Dis e.g. dishonest.** |
| **Autumn 2** | 2 Bad Ants |  | 3 weeks | Letter of explanation  Narrative – character description  Narrative – fantasy story | Fronted adverbials  Speech punctuation  Apostrophes to mark plural possession |
| Way Home |  | 2 weeks | Newspaper report  Diary entry  Letter writing | Punctuation e.g. ellipses, apostrophes (including contractions)  Expanded noun phrases  Plural and possessive s |
| Stick Man | Julia Donaldson | 1 week | Play script | Paragraphs – sequencing  Speech |
| **Spring 1** | The Great Kapok Tree | Lynee Cherry | Jeannie Baker  3 weeks | Persuasive text  Information leaflet – non-chronological report.  Diary entry | Fronted adverbials  Speech punctuation  Expanded noun phrases  Verbs |
| Where  the Forest Meets the Sea | Jeannie Baker | 3 weeks | Non Fiction - Recount.  Non-chronological report  Persuasive writing - advertisement | Fronted Adverbials  Paragraphs  Present prefect  Plural and possessive s |
| **Spring 2** | Charlie and the chocolate Factory | Roald Dahl | 3 weeks | Narrative – character and setting  Newspaper report  Advertisement  Narrative fantasy/adventure | Speech punctuation,  Organising paragraphs around a theme.  Using a variety of pronouns  Apostrophes to mark plural possession |
| **The Day I Swapped My Dad for 2 Goldfish** | Neil Gaiman | 3 weeks | Play script  Narrative character description  Newspaper report  Letter of advice | Speech  Apostrophes (contractions)  Fronted Adverbials |
| **Summer 1** | **The Heart and the Bottle** | Oliver Jeffers | 3 weeks | Narrative – stories with a dilemma  Persuasive writing  Character description | Present Prefect  Fronted Adverbials  Pronoun/nouns  Spelling – Phoneme (er/ar) |
| **Varmints** | Helen Ward | 3 weeks | Explanation texts.  Non-chronological report  Narrative – own version of story | Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation - Use of paragraphs to organise ideas around a theme - Use of commas to clarify meaning or avoid ambiguity  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so fa |
| **Summer 2** | Mufaro’s Beautiful Daughters | John Steptoe | 3 weeks  Traditional Tale with a moral | Recount - Diary entry  Narrative – character description  Narrative - own version of a traditional tale | 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*)  **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*]  English forms for **verb inflections** instead of local spoken forms  Use of inverted commas and other **punctuation** to indicate direct speech  **Apostrophes** to mark **plural** possession  Use of commas after **fronted** |
| Fly Eagle Fly |  |  | Non-chronological report  Narrative – adventure story | 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*)  **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*]  English forms for **verb inflections** instead of local spoken forms  Use of inverted commas and other **punctuation** to indicate direct speech |