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| **Year 4** | **Title** | **Author** | **Duration of teaching sequence** | **Extended writing /genres** | **SPAG to be taught within the teaching sequence.** |
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| **Autumn 1** | **Flotsam**  | David Wisner | 3 weeks  | Narrative descriptionRecount – Diary entryNarrative fantasy story - sequel | Punctuate direct speechExpressing time, place and cause using conjunctions (Year 3)Prefixes (Shades of meaning)Expanded noun phrases |
| **Lost Thing**  | Shaun Tan | 3 weeks | Explanation textDiary entry – recountLetter – 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/sioncohesion within a paragraph Use of inverted commas and other punctuation to indicate direct speech |
| **Jim a cautionary Tale** | Hiliare Belloc | 1 – 2 weeks | PoetryNarrative 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 descriptionNarrative – fantasy story | Fronted adverbials Speech punctuationApostrophes to mark plural possession  |
| Way Home |  | 2 weeks | Newspaper reportDiary entryLetter writing | Punctuation e.g. ellipses, apostrophes (including contractions)Expanded noun phrasesPlural and possessive s |
| Stick Man | Julia Donaldson  | 1 week | Play script | Paragraphs – sequencingSpeech  |
| **Spring 1** | The Great Kapok Tree | Lynee Cherry | Jeannie Baker3 weeks  | Persuasive text Information leaflet – non-chronological report.Diary entry | Fronted adverbialsSpeech punctuationExpanded noun phrasesVerbs |
| Wherethe Forest Meets the Sea | Jeannie Baker | 3 weeks | Non Fiction - Recount.Non-chronological reportPersuasive writing - advertisement | Fronted AdverbialsParagraphsPresent prefectPlural and possessive s |
| **Spring 2** | Charlie and the chocolate Factory | Roald Dahl | 3 weeks | Narrative – character and settingNewspaper reportAdvertisementNarrative fantasy/adventure | Speech punctuation,Organising paragraphs around a theme. Using a variety of pronounsApostrophes to mark plural possession  |
| **The Day I Swapped My Dad for 2 Goldfish** | Neil Gaiman | 3 weeks | Play scriptNarrative character descriptionNewspaper reportLetter of advice | Speech Apostrophes (contractions)Fronted Adverbials |
| **Summer 1** | **The Heart and the Bottle**  | Oliver Jeffers | 3 weeks  | Narrative – stories with a dilemmaPersuasive writingCharacter description | Present PrefectFronted AdverbialsPronoun/nounsSpelling – Phoneme (er/ar) |
| **Varmints** | Helen Ward | 3 weeks  | Explanation texts.Non-chronological reportNarrative – 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 ambiguityWrite 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 entryNarrative – character descriptionNarrative - 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 formsUse 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 reportNarrative – 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 formsUse of inverted commas and other **punctuation** to indicate direct speech |