|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **SPRING 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |  |
| **Y4** |  ***Stimulus*** | **Charlie and the Chocolate Factory & The Catch** |
| ***Reading skill*** | Reading fluency  | Reading rechargedRetrieval | Reading fluency**Assessment** | Reading rechargedInference | Reading fluency | Reading rechargedSummarising |  |
| ***Purpose/Text type outcome*** | **Fantasy narrative****Explanation text**  |
| ***DUO*** | Learning to infer about a character.Exploring model text of a diary | Identifying key features of a diary entry.Produce an opening paragraph. | Writing a setting description using expanded noun phrasesDescribing a chase scene using time conjunctions to relay movements. | Writing a diary by using fronted adverbials to describe the final scene.Introducing dialogue. | Learning to write dialogue through identifying indirect and direct speech focussing on inverted commas to characterise direct dialogue.Learning to write dialogue through commas around reporting clauses. | Learning to write dialogue.Learning to write a conversational exchange following the ‘rules for writing dialogue’. |  |
| ***Grammar*** | Apostrophes |  |  | Speech |  |  |  |
|  | ApostrophesRecognising Apostrophes | ApostrophesUsing Apostrophes for plural possession | ApostrophesUsing Apostrophes for possession or contraction | SpeechRecognising speech | SpeechPunctuating direct speech | SpeechDirect or indirect speech? |  |
| ***Spelling Shed*** | Step 13 – Words ending in ‘-sion’ | Step 14 – Words ending in ‘-ous’ | Step 15 – words ending in ‘-ous’ incl those where ‘ge’ from the base word remains. | Step 16 – Words where a suffix is added to words ending in ‘y’ | Step 17 – words ending in ‘-ious’ and ‘eous’. | Step 18– Challenge words |  |
| ***Handwriting*** | Weekly spellings handwriting activity & Module 5 Dictation 2 | Weekly spellings handwriting activity & Module 5 Dictation 3 | Weekly spellings handwriting activity & Module 5 Dictation 4 | Weekly spellings handwriting activity & Module 5 6 times table | Weekly spellings handwriting activity & Module 5 7 times table | Weekly spellings handwriting activity & Module 5 8 times table |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **SPRING 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |  |  |
| **Y4** |  ***Stimulus*** | **Charlie and the Chocolate Factory** |
| ***Reading skill*** | Reading fluency | Reading rechargedVocabulary | Reading fluency | Reading rechargedPrediction | Reading fluency |  |  |
| ***Purpose/Text type outcome*** | **Fantasy narrative****Explanation text** |
| ***DUO*** | Write a character descriptionInvestigate synonyms | Invent words which convey their own meaning.Consider Roald Dahl’s use of narrative voice | Write a story opening in the style of Roald Dahl.To complete a story in the style of Roald Dahl.**WRITING ASSESSMENT** | Edit a narrative considering key featuresIdentify key features of explanation texts | Plan an explanation textWrite an explanation text.Edit and publish an explanation text  |  |  |
| ***Grammar*** | Noun phrases |  |  | Suffixes |  |  |  |
|  | Noun phrasesIdentifying noun phrases and modifying adjectives and nouns | Noun phrasesDeterminers before modifiers | Noun phrasesPrepositional phrases and using expanded non phrases  | SuffixesWord families | SuffixesUsing suffixes |  |  |
| ***Spelling Shed*** | Step 19 – words where ‘au’ makes an /or/ sound | Step 20 – Words ending in ‘-tion’ | Step 21 – Words ending in ‘-sion’ | Step 22 – Words ending in ‘-cian’ | Step 23 – Words that are adverbs of manner |  |  |
| ***Handwriting*** | Weekly spellings handwriting activity & Module 5 Dictation 5 | Weekly spellings handwriting activity & Module 5 Dictation 6’ | Weekly spellings handwriting activity & Module 5 Dictation 9 | Weekly spellings handwriting activity & Module 5 Dictation 11 | Weekly spellings handwriting activity & Module 5 12 x table |  |  |