

Year Group: 4 Autumn 1	Core Text: Escape From Pompeii by Christina Balit	Topic Links: History – Romans Science: - Solids, liquids and gases	
Unit Written Outcomes: Write in role as Tranio or Livia, recounting the events Information text on Roman life		Possible Application: Recount of any trip, experience or visitor Information text on solids, liquids and gases	
Reading Focus: Core text Non-fiction texts on the Romans Bushfire – by Jacky Kay			
Spoken Language	Reading	Writing - Composition	Writing - Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Identify and explain how words and language show the setting of a book – historical, cultural or social. Notice in reading that fronted adverbials can be used to start the opening sentence of a paragraph (topic sentence). Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Empathise with a character. Understand why a character acted or responded or felt in a certain way. Understand why writer wanted the character to respond in a certain way. Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Choose a specific non-fiction book for a specific purpose. Know where to find the specific information needed in the book. Know how to use a non-fiction book to find identified information. Skim to find specific information on a page or in a paragraph. Scan page or paragraph to find key words or information. Record key words or information found.</p>	<p>Objectives Make careful choices about the vocabulary to be used throughout. Annotate plan with chosen vocabulary. Understand that paragraphs mark changes in place, time or event. Plan paragraphs. Know that the opening sentence (topic sentence) introduces the change. Develop and rehearse opening sentences for planned paragraphs. Know that a non-narrative text needs a series of logical points leading to a closing. Know that each point is developed into a paragraph. Know that the opening sentence (topic sentence) introduces the point. Organise material to form paragraphs. Plan an opening and a closing appropriate to the text type. Know that the opening of a narrative engages the reader. Know the audience for the writing. Know what background information needs to be included in the opening to engage and inform the reader. Draft opening of narrative.</p>	<p>Objectives Use prepositional phrases to expand a noun phrase. Develop noun phrases expanded before and after the noun. Understand when it is useful to use expanded noun phrases in writing. Use expanded noun phrases in own writing to add detail. Evaluate their effectiveness in painting a picture in words for the reader. Choose when to use a how, when or where fronted adverbial for an identified purpose. (For example, how a character was feeling) Recognise that a fronted adverbial can be used to show changes in time and place at the beginning of paragraphs. Begin to use fronted adverbials to open paragraphs to show changes in time and place in narrative writing. Find examples of pronouns in reading and in own writing and track the links. Understand that using pronouns to replace nouns stops repetition of nouns. Check own writing for repetition of nouns.</p>
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<p>Year Group: 4 Autumn 2</p>	<p>Core Text: The Incredible Book Eating Boy – Oliver Jeffers</p>	<p>Topic Links: Science – Digestive System</p>
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Unit Written Outcomes: Retell the story from Henry's point of view
Explanation text – How do we digest our food?

Possible Application: Recount - book recommendation
Instructions – How to make a healthy snack

Reading Focus: Range of different books chosen by children in response to text.
Other books by Oliver Jeffers, Non-fiction texts on digestion and teeth

Spoken Language	Reading	Writing - Composition	Writing - Grammar and Vocabulary
<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Discuss range of narrative stories and consider differences and similarities. Understand that these have different plot patterns and they develop in different ways. Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Understand that a writer wants the reader to respond in a certain way. Find where the writer has written to make the reader respond in a certain way and explain how. Compare with own and others' personal response. Empathise with a character and explain how characters' actions can tell the reader about their thoughts, feelings and motives. Identify the main idea and the message it may have. Recognise and name different types of poems. Know that words and language in poems create effects. Explain the effect created by the poet's choice of words and language. Use the organisation and layout of a book to find specific information.</p>	<p>Objectives Know that the opening of a narrative engages and informs the reader. Draft opening of narrative. Evaluate the effectiveness of the opening in giving sufficient information to engage and interest the reader. Make careful choices about the vocabulary to be used throughout. Annotate plan with chosen vocabulary. Develop ideas and vocabulary about characters: What they do, How they behave, What they say Know that the plot of a narrative can be structured differently according to the kind of story. Identify the plot structure. Understand that paragraphs structure a story. Plan paragraphs. Know that the ending of a narrative needs to relate to the beginning. Identify and consider ways in which writers end stories. Plan ending of the narrative. Know that a non-narrative text needs a series of logical points leading to a closing. Know that each point is developed into a paragraph. Know that the opening sentence (topic sentence) introduces the point. Organise material to form paragraphs.</p>	<p>Objectives Know that a noun phrase can be expanded by adjective/s. Understand that a prepositional phrase can do the job of an adverbial phrase (telling the reader how when or where). Understand that a prepositional phrase can do the job of an adjectival phrase (telling the reader more about the noun). Develop noun phrases expanded before and after the noun. Evaluate their effectiveness in painting a picture in words for the reader. Know the difference between singular and plural nouns and how they are formed. Identify the difference – 's and s' Recognise the use of 's in the irregular plural nouns. Use apostrophes for possession correctly in own writing Use inverted commas for direct speech. Include punctuation inside the inverted commas. Use the comma to mark the reporting clause in direct speech in writing. Use direct speech in writing to show character. Use a fronted adverbial to show how, when or where something happened. Add fronted adverbials to sentences, marking their boundary with a comma. Choose when to use a how , when or</p>

		<p>Plan an opening and a closing appropriate to the text type.</p>	<p>where fronted adverbial.</p>
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