

Year 4 Summer 1 2024-2025

ENGLISH	W/C 21.04 (4 days)	W/C 28.04	W/C 05.05 (4 days)	W/C 12.05	W/C 19.05
Retrieval starters	Statutory spellings Consonants and vowels 'a' or 'an' Correct choice and consistent use of present tense and past tense throughout writing Commas to separate items in a list Word class (use place as a noun and a verb)	Statutory spellings Prefixes Identify fronted adverbial Commas for fronted adverbials Standard English forms for verb inflections	Statutory spellings Suffixes to form adjectives Inverted commas Progressive forms of tense Identify noun phrase Pronouns	Statutory spellings Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverb Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Word class	Statutory spellings Identify conjunctions Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because) The grammatical difference between plural and possessive –s Apostrophes to mark possession
Texts (Literacy Tree unit Y/N)	Weslandia by Paul Fleischman			Range of Haikus	
Writing outcomes (Main in bold)	Non-chronological report/Persuasive			Poetry writing	
Key objectives (including punctuation and grammar)	<p>Understand texts- Predict what might happen from details stated and implied</p> <p>Write with purpose- Use the main features of an information and a persuasive text Plan, write, edit and improve</p> <p>Use sentences appropriately- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Organise writing appropriately- Use organisational devices such as headings and sub-headings to aid presentation Expressing time, place and cause using conjunctions</p> <p>Use paragraphs- Use of paragraphs to organise ideas around a theme Sequence paragraphs</p> <p>Punctuate accurately- Fronted adverbials and commas Apostrophes for possession</p>			<p>Write with purpose- Use the main features of a haiku poem</p> <p>Understand texts- Prepare poems to read aloud with expression, volume, tone and innotation Recognise some different forms of poetry</p> <p>Use imaginative description- Use a range of descriptive phrases</p> <p>Present writing- read aloud using appropriate innotation</p>	

Activities	Predict Design a shelter Sequence and retell main events Text marking brochures In groups, research and plan for non-chron/ persuasive- note-take, organise information in a spider diagram Write paragraphs for collaborative text Editing and improving Publishing			Discuss features of a traditional haiku poem and epitaphs. Review syllables Repeat & create lists of other rhyming words in the poem that sound the same. Plan and write own haikus Perform haikus	
Spelling objectives (incl. book and unit)	RWI spelling Book 4	RWI spelling Book 4	RWI spelling Book 4	RWI spelling Book 4	RWI spelling Book 4
Handwriting	Present neatly- Join letters, deciding which letters are better left unjoined Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. Continue to work through 'Get Writing' (with lead in) and use Y3/4 statutory spelling words with these letter strings where possible.				

Guided Reading (whole class)	W/C 21.04 (4 days)	W/C 28.04	W/C 05.05 (4 days)	W/C 12.05	W/C 19.05
Text	Mon- Thurs Group guided reading carousel (see separate planning)- week 1 assessment Friday Whole Class guided Reading- The Fossil Hunter by Kate Winter				
Key objectives	Understand texts Read and re-read books to build up fluency and confidence Ask and answer questions about a text	Understand texts Read and re-read books to build up fluency and confidence Ask and answer questions about a text	Understand texts Read and re-read books to build up fluency and confidence Ask and answer questions about a text	Understand texts Read and re-read books to build up fluency and confidence Ask and answer questions about a text	Understand texts Read and re-read books to build up fluency and confidence Ask and answer questions about a text
Activities/ focus Literary Leaf sessions and content	Session 1- Making Predictions (2c/e) vocabulary- aeon, Jurassic, fossil, naturalist, palaeontology, and palaeontologist	Session 2- Mary Anning's Early Life (2b/f/ h) vocabulary- fossils, World Heritage Site, curios, income Fluency Focus-	Session 3- Mary Anning's Early Life continued (2b/e) Pages 8- 13 Fluency Focus- Page 9 Complete a web diagram of what they already know	Session 4- Mary's First Discovery (2a/g) vocabulary- Ichthyosaur, fossilised, scholars, theories, origins Pages 14- 23 Fluency focus- page 14	Session 5- How the World Began (2b/c) vocabulary- Pangaea, landmass, supercontinent, flourish, pollination, species, organisms Pages 24-29

domains indicated	Make predictions using front and back cover. Use table to record.	<i>The Timeline of Mary Anning's Life</i> Answer comprehension questions- retrieval	about Mary Anning from the text	Focus on reading for meaning of words Vocabulary meaning questions	Fluency focus- <i>Paragraph beginning- 'Mary couldn't have known...'</i> Order the events on cards
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