

**Year 4 Summer 1 2025-2026**

<b>ENGLISH</b>	<b>W/C 20.04</b>	<b>W/C 27.04</b>	<b>W/C 04.05 (4 days)</b>	<b>W/C 11.05</b>	<b>W/C 18.05</b>
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 <b>Y/N</b> )	<b>The Baker by the Sea</b>				
Writing outcomes (Main in <b>bold</b> )	<b>Setting description and Non-chronological report/Persuasive</b>				
Key objectives (including punctuation and grammar)	<p><b>Understand texts-</b> Predict what might happen from details stated and implied</p> <p><b>Write with purpose-</b> Use the main features of an information and a persuasive text Plan, write, edit and improve</p> <p><b>Use sentences appropriately-</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p><b>Organise writing appropriately-</b> Use organisational devices such as headings and sub-headings to aid presentation Expressing time, place and cause using conjunctions</p> <p><b>Use paragraphs-</b> Use of paragraphs to organise ideas around a theme Sequence paragraphs</p> <p><b>Punctuate accurately-</b> Fronted adverbials and commas Apostrophes for possession</p>				

Activities	Identify imperative verbs Zone of relevance descriptive vocabulary Generate vocabulary and noun phrases to describe the village. Fronted adverbials- prepositional phrases. Sentences including fronted adverbials, expanded noun phrases including modifier 'with' and other types of noun phrase. Write a descriptive paragraph describing the village. Edit and revise. Publish.			Identify features of persuasive texts- tourist information brochures. Alliteration, exaggeration, rhetorical questions. Sub-headings, organising texts using paragraphs Prepositions, fronted adverbials, expanded noun phrases with modifiers. Progressive tense. Apostrophes for possession. Write introductory paragraph. Children write tourist information brochure as a group- different paragraphs. Edit and revise. Photocopy so each can create a brochure using own introductory paragraph and one of each other. Decorate/ add pictures etc.	
Spelling objectives (incl. book and unit)	RWI spelling Book 3	RWI spelling Book 3	RWI spelling Book 3	RWI spelling Book 3	RWI spelling Book
Handwriting	<b>Present neatly-</b> Join letters, deciding which letters are better left un-joined Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. <b>Continue to work through 'Get Writing' and use Y3/4 statutory spelling words with these letter strings where possible.</b>				

Guided Reading (whole class)	W/C 20.04	W/C 27.04	W/C 04.05 (4 days)	W/C 11.05	W/C 18.05
Text	Mon- Thurs Group guided reading carousel (see separate planning)- week 1 assessment Friday Whole Class guided Reading- <b>The Fossil Hunter by Kate Winter</b>				
Key objectives	<b>Understand texts</b> Read and re-read books to build up fluency and confidence	<b>Understand texts</b> Read and re-read books to build up fluency and confidence	<b>Understand texts</b> Read and re-read books to build up fluency and confidence	<b>Understand texts</b> Read and re-read books to build up fluency and confidence	<b>Understand texts</b> Read and re-read books to build up fluency and confidence

	Ask and answer questions about a text	Ask and answer questions about a text	Ask and answer questions about a text	Ask and answer questions about a text	Ask and answer questions about a text
<b>Activities/ focus Literary Leaf sessions and content domains indicated</b>	<p>Session 1- Making Predictions (2c/e):</p> <p>vocabulary- aeon, Jurassic, fossil, naturalist, palaeontology, and palaeontologist</p> <p>Make predictions using front and back cover.</p> <p>Use table to record.</p>	<p>Session 2- Mary Anning's Early Life (2b/f/ h)</p> <p>vocabulary- fossils, World Heritage Site, curios, income</p> <p>Fluency Focus- <i>The Timeline of Mary Anning's Life</i></p> <p>Answer comprehension questions- retrieval</p>	<p>Session 3- Mary Anning's Early Life continued (2b/e)</p> <p>Pages 8- 13</p> <p>Fluency Focus- Page 9</p> <p>Complete a web diagram of what they already know about Mary Anning <b>from the text</b></p>	<p>Session 4- Mary's First Discovery (2a/g)</p> <p>vocabulary- Ichthyosaur, fossilised, scholars, theories, origins</p> <p>Pages 14- 23</p> <p>Fluency focus- page 14</p> <p>Focus on reading for meaning of words</p> <p>Vocabulary meaning questions</p>	<p>Session 5- How the World Began (2b/c)</p> <p>vocabulary- Pangaea, landmass, supercontinent, flourish, pollination, species, organisms</p> <p>Pages 24-29</p> <p>Fluency focus- Paragraph beginning- 'Mary couldn't have known...'</p> <p>Order the events on cards</p>