

English: Year 4 Summer 2 Text: *The Lion, The Witch & The Wardrobe*

Word Reading

- Apply knowledge of root words, prefixes and suffixes
- Read aloud and understand meaning of new words they meet
- To begin to read, understand and learn the words from the Year 5/6 word list aggressive, bargain, conscience, hindrance, temperature

Writing Transcription (Spelling and Handwriting)

- Children who continue to need support in the use of phonics and whole-word recognition should have access to this support and be encouraged to use the strategies independently.
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed, both to read aloud and to understand the meaning of new words that they meet
- 5 words have been taken directly from the year 5/6 Statutory Word List and these will be taught within the context of the planning sequence: aggressive, bargain, conscience, hindrance, temperature

Reading Comprehension

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Identifying themes and conventions in a wide range of books
- Discuss words and phrases that capture the reader's interest and imagination
- Identify and summarise main ideas drawn from more than one paragraph
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identifying main ideas drawn from more than one paragraph and summarising these
- Justifying answers with evidence from several points in the text using correct technical language e.g. metaphor and simile

Vocabulary, Grammar & Punctuation

- 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]
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use inverted commas to punctuate direct speech
- 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)
- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Writing (Composition)

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- In narratives, creating settings, characters and plot
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (Y5/6)
- Assessing the effectiveness of their own and others' writing and suggest improvements
- In narratives, creating settings, characters and plot
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof read for spelling and punctuation
- Read aloud their own writing to a group or whole class

Week	Objective	Word list words	Adding suffixes beginning with vowel letters to polysyllabic words	The /l/ sound spelt y elsewhere than at the end of a word	The /l/ sound spelt ou	More prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-)	The suffix -ation	The suffix -ly	Words with endings sounding like /ʒə/ or /tʃə/	Endings which sound like /ʒən/	The suffix -ous	Endings which sound like /ʒən/, spelt -tion, -sion, -sion, -sion, -sion, -sion	Words with the /k/ sound spelt ch (Greek in origin)	Words with the /j/ sound spelt ch (mostly French in origin)	Words ending with the /ʒ/ sound spelt -que and the /k/ sound spelt -que	Words with the /h/ sound spelt sc (Latin in origin)	Words with the /h/ sound spelt ei, eigh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
1		✓																	
2									✓										
3																			✓
4																		✓	
5						✓													

Word list coverage

ordinary
earth
surprise
peculiar
experience
accidentally
exercise
grammar
group
history
heart

English: Year 4 Summer 2 Text: *Jabberwocky*

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand how to add them

Vocabulary, Grammar & Punctuation

- Expressing, soon, therefore), or prepositions [for example, before, after, during, in, because of]
- 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)
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of poetry
- Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume, action
- Recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Predicting what might happen from details stated and implied
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination

Understand what they read, in books they can read independently, by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identifying main ideas drawn from more than one paragraph and summarising these

Writing (Composition)

Plan writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- In narratives, creating settings, characters and plot

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Week	Objective
1	Word list words
	Adding suffixes beginning with vowel letters to polysyllabic words
	The /l/ sound spelt y elsewhere than at the end of a word
	The /n/ sound spelt ou
	More prefixes (dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-)
	The suffix -ation
	The suffix -ly
	Words with endings sounding like /ʒə/ or /tʃə/
	Endings which sound like /ʒən/
	The suffix -ous
	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -dian
	Words with the /k/ sound spelt ch (Greek in origin)
	Words with the /j/ sound spelt ch (mostly French in origin)
	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que
	Words with the /s/ sound spelt sc (Latin in origin)
	Words with the /eɪ/ sound spelt ei, eigh, or ey
	Possessive apostrophe with plural words
	Homophones and near-homophones
1	✓
2	✓

Word list coverage

certain
continue
experience
forward(s)
guard
peculiar
surprise
various
strange
ordinary