ST PHILOMENA'S PRIMARY SCHOOL
YEAR 4 ENGLISH MEDIUM TERM PLAN
2026–2027

EVERY HALF TERM - WHOLE-SCHOOL ENGLISH EXPECTATIONS			
Power of Reading Text with writing outcomes	**Shared Reading Texts**	**Spelling, Punctuation and Grammar Focus**	**Assessments from Testbase – end of every half term**
5 English lessons weekly (45 mins) High-quality text-based curriculum through Power of Reading Wide range of genre's covered (in writing genre progression document) Speaking and listening opportunities (oracy) within every unit	3 session per week (25 minutes) Year 1 – 6 Literacy Shed + EYFS RWI books *Class reading book at the end of every day *Every child to have a reading record and book at their level (RWI and accelerated reader)	3 grammar and punctuation sessions per week (25 mins) Year 1 – 6 Twinkl SPAG Weekly spelling test (15 mins) Year 1 -6 Purple Mash spelling Rec and Year 1 spelling taught through RWI lessons Daily – Vocabulary of the day Vocabulary-rich classroom environments	• Writing Assessment • Grammar, spelling and punctuation • Assessment • Reading Comprehension Assessment • Reading Fluency Assessment Formative assessment is embedded within every lesson to identify misconceptions, inform teaching and maximise progress. Teachers will routinely use: Clearly shared success criteria. Targeted questioning to assess understanding and deepen thinking. Live feedback during learning. Retrieval of prior knowledge. Opportunities for peer discussion and reflection where appropriate. Assessment information is used to adapt teaching and determine next steps.

Progress and sequencing	**Adaptive teaching**
Progress is achieved through the careful sequencing of the curriculum. Children build on prior knowledge and skills by learning the curriculum in the intended order, ensuring secure understanding before moving on to new concepts. Teachers regularly revisit previous learning to strengthen long-term memory and support mastery.	Teachers adapt learning to ensure that every pupil can access the curriculum and achieve success. This includes: High expectations for all learners. Appropriate scaffolds and challenge. Planned support for pupils with SEND, informed by individual Provision Plans. Flexible grouping and responsive teaching based on ongoing assessment.

	Adaptations that enable pupils to access the same ambitious curriculum as their peers.

Cultural capital	Rich and ambitious vocabulary
At St Philomena's, cultural capital is woven throughout our rich and broad curriculum. Every subject provides opportunities for children to develop the knowledge, experiences and understanding needed to become well-rounded, informed citizens. Children are exposed to: High-quality literature and ambitious texts. A wide range of subjects, cultures, faiths, history and the arts. Meaningful real-life experiences and enrichment opportunities. Character-building experiences that develop resilience, respect, compassion and responsibility. Cross-curricular learning that broadens understanding and deepens connections across the curriculum. Where appropriate, every English lesson provides opportunities to further develop pupils' cultural capital through carefully chosen texts, discussion and vocabulary.	Developing pupils' vocabulary is central to learning across the curriculum. Teachers will explicitly teach ambitious vocabulary by: Introducing a daily Word of the Day as part of our whole-school vocabulary initiative. Explicitly teaching and displaying key subject-specific vocabulary in lessons. Revisiting new vocabulary regularly in different contexts. Modelling precise, ambitious language. Encouraging pupils to use newly acquired vocabulary confidently in both speech and writing. Providing opportunities for vocabulary to be rehearsed, discussed and applied across the curriculum. Our aim is for every child to develop a rich vocabulary that enables them to communicate effectively, comprehend increasingly challenging texts and succeed across all areas of learning.

ST PHILOMENA'S PRIMARY SCHOOL
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POWER OF READING TEXT = THE IRON MAN BY TED HUGHES
LINKS TO WIDER CURRICULUM = SCIENCE – DIGESTION ART – WORK BY ANTONY GORMLEY
STORY TIME TEXT = THE DEMON DENTIST

AUTUMN 1 — YEAR 4 - ENGLISH

	READING: DECODING AND COMPREHENSION	WRITING: COMPOSITION	WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION	WRITING TRANSCRIPTION: SPELLING AND HANDWRITING	ORACY (SPEAKING AND LISTENING)
Week 1	Text: Gladiator (narrative) 3 x shared reading Retrieval focus VIPERS Reading aims: Retrieve, record and infer information from fiction	**Prediction** 1. To discuss the cover of a text identifying key visual information given by the illustrator/author. 2. To analyse the title of a text to determine if any clues are given to the nature of a story/character. 3. To write a prediction on what a story will be about. 4. To support ideas in a prediction by explaining how these are informed by previous reading and given information.	**TWINKL SPaG – WEEK 1** Singular and Plural Nouns	Handwriting taught daily working through handwriting progression document focusing on blends. **Homophones and near homophones** Rule: A homophone is a word that sounds like another word but has a different meaning. groan, grown, affect, effect, fair, fare, great, grate, through, threw	

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Week 2	Text: Gladiator (narrative) 3 x shared reading Retrieval focus VIPERS Reading aims: Retrieve, record and infer information from fiction	**The Iron Man** **Character description – The Iron Man, a monster.** 1. To plan characterisation with a clear intended impression on the reader. 2. To select precise vocabulary, imagery and sentence structures to develop appearance and personality. 3. To reveal character indirectly through behaviour and action. 4. To combine direct and indirect characterisation consistently across a passage. 5. To write and refine convincing characterisation that presents an intended viewpoint of a character.	**TWINKL SPaG – WEEK 2** Pronouns	Handwriting taught daily working through handwriting progression document focusing on blends. **Homophones and near homophones** Rule: A homophone is a word that sounds like another word but has a different meaning. heel, heal, main, mane, medal, meddle, key, quay, check, cheque	

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Week 3	Text: The Iron Man 3 x shared reading Vocabulary focus VIPERS Reading aims: Answering retrieval and inference questions from a text.	**The Iron Man** **Poetry performance Crash** 1. To identify different techniques for making the performance of a poem engaging. 2. Analysing a poem identifying poetic devices which can be linked to discussed techniques. 3. To practice ideas for conveying a story through movement (mime) 4. To plan a poetry performance, giving direction for voice, action, movement and percussion. 5. To perform a poem and evaluate the performance of a poem.	**TWINKL SPaG – WEEK 3** Standard English	Handwriting taught daily working through handwriting progression document focusing on blends. **Words with the /s/ sound spelt sc** science, scene, discipline, fascinate, crescent, scissors, scenery, descent, ascend, descend	Poetry performance as part of a group.

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Week 4	Text: The Iron Man 3 x shared reading Vocabulary focus VIPERS Reading aims: Answering retrieval and inference questions from a text. Making predictions based on a text.	**The Iron Man** **Balanced Argument** – what should be done about the Iron Man 1. To analyse balanced argument text focusing on how contrasting viewpoints are presented fairly. 2. To develop on introduction by outlining the area of discussion and providing an outline of possible viewpoints. 3. To develop arguments on different sides using relevant reasons and evidence. 4. To structure a discussion logically, including an introduction, developed arguments and conclusion. 5. To write and refine a balanced discussion that reaches a reasoned conclusion.	**TWINKL SPaG – WEEK 4** Compound Words	Handwriting taught daily working through handwriting progression document focusing on blends. **Statutory word list** actual, address, calendar, disappear, experience, particular, thought, separate, difficult, weight	

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Week 5	Text: The Iron Man 3 x shared reading Vocabulary focus VIPERS Reading aims: Analysing vocabulary used to ensure understanding of meaning and begin to understand others choice of words.	**The Iron Man** **Setting description – The junkyard** 1. To plan a setting description with a clear mood and intended effect. 2. To use precise vocabulary, figurative language and varied sentence structures to develop imagery. 3. To select sensory details deliberately to create atmosphere rather than simply list features. 4. To control viewpoint and movement through the setting to guide the reader's attention. 5. To write and refine an atmospheric setting description with deliberate descriptive choices.	**TWINKL SPaG – WEEK 5** Adverbs to Express Time and Cause	Handwriting taught daily working through handwriting progression document focusing on blends. **Endings which sound like /ʃən/ spelt –sion** Rule: –sion meaning = 'the action of' / 'the state of' / 'the result of'. expansion, extension, comprehension, tension, suspension, occasion, dimension, diversion, permission, discussion	

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Week 6	Reading comprehension assessment	**The Iron Man** **Newspaper article – The Iron Man's challenge** 1. To plan a newspaper report by selecting and organising relevant information. 2. To structure a newspaper article using a headline, introduction and paragraphs. 3. To use precise, formal and factual language to report information accurately. 4. To use direct speech, quotations and cohesive devices to develop the report. 5. To write and edit an accurate and engaging newspaper article for a specific audience.	**TWINKL SPaG – WEEK 6** Assess & Review	Handwriting taught daily working through handwriting progression document focusing on blends. **Consolidating words this half term** groan, through, actual, threw, scenery, descent, affect, discussion, great, crescent, scissors, particular, diversion	Acting in character to support idea generation, for news article.
Week 7	Reading comprehension review and guidance.	Assessment week English assessments including spelling, grammar and writing.	Revisit previously taught focuses	Handwriting taught daily working through handwriting progression document focusing on blends. **Consolidating words this half term** heel, mane, fare, medal, grate, fascinate, address, calendar, heal, quay, check, cheque	

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AUTUMN 2 — YEAR 4 - ENGLISH

POWER OF READING TEXT = ESCAPE FROM POMPEII – CHRISTINA BALIT. THE MIRACULOUS JOURNEY OF EDWARD TULANE – KATE DICAMILLO

LINKS TO WIDER CURRICULUM = GEOGRAPHY – EXTREME EARTH SCIENCE –STATES OF MATTER

OTHER TEXTS = NON-FICTION TEXTS ABOUT VOLCANOES AND EARTHQUAKES

STORY TIME TEXT = THE ROMAN MYSTERIES - CAROLINE LAWRENCE

	READING: DECODING AND COMPREHENSION	WRITING: COMPOSITION	WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION	WRITING TRANSCRIPTION: SPELLING AND HANDWRITING	ORACY (SPEAKING AND LISTENING)
Week 1	Text: Diwali non-fiction and story text. Linked to Interfaith week. 3 x shared reading Vocabulary focus VIPERS Reading aims: Identifying retrieval questions and how to answer effectively.	**Escape from Pompeii** **Genre Adventure Story** 1. To analyse how adventure writers create tension through danger, uncertainty and escalating obstacles. 2. To plan connected challenges in which character choices affect what happens next. 3. To use atmosphere, action, dialogue and internal thoughts to develop risk and character response. 4. To control pacing and paragraphing around build-up, confrontation and temporary relief. 5. To write and refine an exciting adventure story with coherent cause and effect and a satisfying resolution.	**TWINKL SPaG – WEEK 1** Possessive Pronouns	Handwriting taught daily working through handwriting progression document focusing on blends. **Prefixes – dis and mis** Rule: dis– ('not', from Latin 'apart/away from'); mis– ('wrong', from Old English). disappoint, disagree, disobey, disappear, disinfect, disconnect, misbehave, mislead, misspell, misfortune	

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AUTUMN 2 — YEAR 4 - ENGLISH

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LINKS TO WIDER CURRICULUM = GEOGRAPHY – EXTREME EARTH SCIENCE –STATES OF MATTER

OTHER TEXTS = NON-FICTION TEXTS ABOUT VOLCANOES AND EARTHQUAKES

STORY TIME TEXT = THE ROMAN MYSTERIES - CAROLINE LAWRENCE

Week 2	Text: Tallest Mountains Non-Fiction Text: Making a mountain Non Fiction Text: Mountain Habitats Non-Fiction VIPERS Retrieval Inference Vocabulary	**Escape from Pompeii** **Genre Adventure Story** 1. To analyse how adventure writers create tension through danger, uncertainty and escalating obstacles. 2. To plan connected challenges in which character choices affect what happens next. 3. To use atmosphere, action, dialogue and internal thoughts to develop risk and character response. 4. To control pacing and paragraphing around build-up, confrontation and temporary relief. 5. To write and refine an exciting adventure story with coherent cause and effect and a satisfying resolution.	**TWINKL SPaG – WEEK 2** Fronted Adverbials	Handwriting taught daily working through handwriting progression document focusing on blends. **Prefix – il and il words** Rule: il– means 'not' or 'without'. illegal, illegible, illuminate, illogical, illiterate, illicit, illumination, illusion, illusive, illustration	

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LINKS TO WIDER CURRICULUM = GEOGRAPHY – EXTREME EARTH SCIENCE –STATES OF MATTER

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STORY TIME TEXT = THE ROMAN MYSTERIES - CAROLINE LAWRENCE

Week 3	Text: Underwater Mountains Non-Fiction Text: Mountaineers Non-Fiction Text: Mysterious Lab Fiction VIPERS Retrieval Inference Vocabulary	**Escape from Pompeii** **Genre Poetry – Free verse** 1. To plan a poem with a clear theme (Volcanic eruption). 2. To experiment with rhythm, stanza structure or line length. 3. To use figurative language to create imagery and mood of an erupting volcano. 4. To select and combine poetic devices for deliberate effect. 5. To write, refine and perform a poem that uses poetic devices.	**TWINKL SPaG – WEEK 3** Prepositions to Express Time and Cause	Handwriting taught daily working through handwriting progression document focusing on blends. **Adding suffix –ation** Rule: –ation is added to a verb to form a noun. A silent e is dropped before adding –ation. When a word ends in 'y', change to 'i' before –ation. information, adoration, sensation, preparation, admiration, foundation, qualification, experimentation, exploration, examination	Performance/recital of poetry

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STORY TIME TEXT = THE ROMAN MYSTERIES - CAROLINE LAWRENCE

Week 4	Text: World's longest earthquake News report Text: Typhoon Nanmadol News report Text: Roald Dahl Potions Non-Fiction VIPERS Retrieval Inference Vocabulary	**The Miraculous Journey of Edward Tulane** **Genre Character Description** 1. To plan characterisation with a clear intended impression on the reader. 2. To select precise vocabulary, imagery and sentence structures to develop appearance and personality. 3. To reveal character indirectly through dialogue, behaviour, thoughts and relationships. 4. To combine direct and indirect characterisation consistently across a passage. 5. To write and refine convincing characterisation that creates a distinctive and believable character.	**TWINKL SPaG – WEEK 4** Plural and Possessive '-s'	Handwriting taught daily working through handwriting progression document focusing on blends. **Statutory word list** notice, ordinary, certain, suppose, breathe, increase, recent, quarter, group, island	

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AUTUMN 2 — YEAR 4 - ENGLISH **POWER OF READING TEXT = ESCAPE FROM POMPEII – CHRISTINA BALIT. THE MIRACULOUS JOURNEY OF EDWARD TULANE – KATE DICAMILLO** **LINKS TO WIDER CURRICULUM = GEOGRAPHY – EXTREME EARTH SCIENCE –STATES OF MATTER** **OTHER TEXTS = NON-FICTION TEXTS ABOUT VOLCANOES AND EARTHQUAKES** **STORY TIME TEXT = THE ROMAN MYSTERIES - CAROLINE LAWRENCE**					
Week 5	Text: Eyjafjallajökull – information text Text: Early Volcanoes – information text Text: Eruptions – information text VIPERS Retrieval Inference Vocabulary	**The Miraculous Journey of Edward Tulane** **Genre Diary** 1. To analyse how viewpoint and purpose shape a diary entry. 2. To select and organise events, emphasising those most significant to the writer. 3. To use precise vocabulary and varied sentences to convey thoughts, feelings and reactions. 4. To combine recount, reflection and description to create a convincing personal voice. 5. To write and refine an engaging diary entry that sustains viewpoint and voice.	**TWINKL SPaG – WEEK 5** Commas	Handwriting taught daily working through handwriting progression document focusing on blends. **Adding suffixes beginning with vowel letters to words of more than one syllable** forgetting, forgotten, gardening, gardener, limiting, beginning, beginner, limitation, preferred, limitations	Acting in character to support idea generation, for diary.

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AUTUMN 2 — YEAR 4 - ENGLISH **POWER OF READING TEXT = ESCAPE FROM POMPEII – CHRISTINA BALIT. THE MIRACULOUS JOURNEY OF EDWARD TULANE – KATE DICAMILLO** **LINKS TO WIDER CURRICULUM = GEOGRAPHY – EXTREME EARTH SCIENCE –STATES OF MATTER** **OTHER TEXTS = NON-FICTION TEXTS ABOUT VOLCANOES AND EARTHQUAKES** **STORY TIME TEXT = THE ROMAN MYSTERIES - CAROLINE LAWRENCE**					
Week 6	Text: Christmas Trees – information text Text: The Little Match Girl – narrative text Text: The Yule Lads – narrative text VIPERS Retrieval Inference Vocabulary Summary	**The Miraculous Journey of Edward Tulane** **Genre Traditional Tale / Fairy Tale & Review** 1. To identify common tropes, characters and settings of traditional and fairy tales. 2. To analyse how fairy tales and traditional tales communicate values through character, pattern and consequence. 3. To identify how a fairy tale subverts familiar conventions while maintaining a coherent traditional-tale structure. 4. To review a story so summary, analysis and evaluation are clearly distinguished. 5. To write a reasoned review, linking the analysis to the wider context the story is presented in.	**TWINKL SPaG – WEEK 6** Assess and Review	Handwriting taught daily working through handwriting progression document focusing on blends. **Consolidating words this half term** Day 1: illegal, ordinary, breathe, preparation, admiration, illiterate, illicit, illustration, disappoint, disappear, adoration, sensation, disinfect	

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LINKS TO WIDER CURRICULUM = GEOGRAPHY – EXTREME EARTH SCIENCE –STATES OF MATTER

OTHER TEXTS = NON-FICTION TEXTS ABOUT VOLCANOES AND EARTHQUAKES

STORY TIME TEXT = THE ROMAN MYSTERIES - CAROLINE LAWRENCE

Week 7	Text: Rudolph – narrative text Text: Christmas Statistics – information text Text: Cinderella – narrative text VIPERS Retrieval Inference Vocabulary Summary	**The Miraculous Journey of Edward Tulane** **Genre Traditional Tale / Fairy Tale** 1. To recall a known fairy tale, identifying key values being communicated through character pattern and consequence. 2. To adapt or subvert familiar conventions while maintaining a coherent traditional-tale structure. 3. To plan a new ending to a known fairy tale that provide resolution, reflection or, surprise. 4. To use imagery, dialogue and figurative language to develop atmosphere and mood. 5. To write and refine an engaging traditional tale that combines recognisable conventions with purposeful originality.	Revisit previously taught focuses	Handwriting taught daily working through handwriting progression document focusing on blends. **Consolidating words this half term** information, disconnect, illumination, illusion, illusive, misbehave, mislead, gardener, limiting, increase, recent, quarter, misfortune	

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SPRING 1 — YEAR 4 - ENGLISH

POWER OF READING TEXT = MONSTER SLAYER - BRIAN PATTEN
LINKS TO WIDER CURRICULUM = HISTORY – ANGLO-SAXONS AND VIKINGS
OTHER TEXTS = NON-FICTION TEXTS ABOUT ANGLO-SAXONS AND VIKINGS
STORY TIME TEXT = HOW TO TRAIN YOUR DRAGON – CRESSIDA COWELL

	READING: DECODING AND COMPREHENSION	WRITING: COMPOSITION	WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION	WRITING TRANSCRIPTION: SPELLING AND HANDWRITING	ORACY (SPEAKING AND LISTENING)
Week 1	Text: Beowulf and Grendel – narrative text Text: The Anglo-Saxons – information text Text: How Great Was Alfred? – information text VIPERS Retrieval Explanation Vocabulary	**Kenning** **Genre Poetry** 1. To plan a poem with a clear descriptive purpose. 2. To experiment with rhythm and rhyme. 3. To use figurative language, particularly metaphor to create imagery in the mind of the reader/listener. 4. To utilise specific poetic devices, particularly metaphor, personification and hyperbole, for deliberate effect. 5. To write, refine and perform a kenning poem that follows appropriate structure and effectively uses poetic devices.	**TWINKL SPaG – WEEK 1** Adjectives	Handwriting taught daily working through handwriting progression document focusing on blends. **Recap Autumn term** admiration, foundation, forgotten, gardening, great, grate, main, mane, fascinate, comprehension	Performance/recital of poetry

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SPRING 1 — YEAR 4 - ENGLISH

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Week 2	Text: Crime and Punishment – information text - retrieval focus Text: The Unearthing of Sutton Hoo – information text - vocabulary focus Text: Daily life – information text VIPERS Retrieval Inference Vocabulary Summary	**Monster Slayer** **Genre Play Script** 1. To analyse how dialogue and stage directions work together to develop a scene. 2. To create distinctive characters through purposeful dialogue and vocabulary choices. 3. To use stage directions effectively to develop action, character and atmosphere. 4. To structure scenes and transitions to develop a clear and engaging plot. 5. To write, edit and perform an engaging play script using appropriate dramatic conventions.	**TWINKL SPaG – WEEK 2** Homophones	Handwriting taught daily working through handwriting progression document focusing on blends. **Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que** league, tongue, antique, unique, fatigue, intrigue, rogue, vague, opaque, plaque	Performance/recital of poetry

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Week 3	Text: End Of An Era – information text Text: Impact – information text Text: Battle of Hastings – information text VIPERS Retrieval Inference Vocabulary Explanation Prediction	**Trip to Fulham Palace – Anglo-Saxons and Vikings** **Genre Recount** 1. To plan a recount for a clear purpose and audience. 2. To select relevant detail referencing people, places and events. 3. To organise events logically using paragraphs and cohesive devices. 4. To combine factual information with thoughts, feelings and reflections where appropriate. 5. To write and edit a detailed and engaging recount suited to its audience.	**TWINKL SPaG – WEEK 3** Commas after Fronted Adverbials	Handwriting taught daily working through handwriting progression document focusing on blends. **Endings which sound like /ʃən/ spelt –ssion** Rule: –ssion meaning = 'the action of' / 'the state of' / 'the result of'; used if the root word ends in ss or mit. expression, possession, discussion, confession, permission, admission, impression, omission, emission, commission	

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SPRING 1 — YEAR 4 - ENGLISH **POWER OF READING TEXT = MONSTER SLAYER - BRIAN PATTEN** **LINKS TO WIDER CURRICULUM = HISTORY – ANGLO-SAXONS AND VIKINGS** **OTHER TEXTS = NON-FICTION TEXTS ABOUT ANGLO-SAXONS AND VIKINGS** **STORY TIME TEXT = HOW TO TRAIN YOUR DRAGON – CRESSIDA COWELL**					
Week 4	Text: Unicorn – narrative text Text: Yeti – narrative text Text: Elves – narrative text VIPERS Retrieval Inference Vocabulary	**Fulham Palace** **Genre Review** 1. To analyse how audience and purpose influence the tone and content of a review. 2. To select and prioritise criteria for judging the subject fairly. 3. To support balanced judgements with precise examples, comparison and evaluative language. 4. To structure the review so that summary, analysis and evaluation are clearly distinguished. 5. To write and refine a convincing review that gives the reader an informed recommendation.	**TWINKL SPaG – WEEK 4** Expanded Noun Phrases	Handwriting taught daily working through handwriting progression document focusing on blends. **Statutory word list** although, through, potatoes, enough, possess, natural, believe, different, possible, probably	

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SPRING 1 — YEAR 4 - ENGLISH

POWER OF READING TEXT = MONSTER SLAYER - BRIAN PATTEN
LINKS TO WIDER CURRICULUM = HISTORY – ANGLO-SAXONS AND VIKINGS
OTHER TEXTS = NON-FICTION TEXTS ABOUT ANGLO-SAXONS AND VIKINGS
STORY TIME TEXT = HOW TO TRAIN YOUR DRAGON – CRESSIDA COWELL

Week 5	Text: Kracken – narrative text Text: Houdini – information text Text: Magicians – information text VIPERS Retrieval Inference Vocabulary Explanation	**Monster Slayer** **Genre Myth / Legend** 1. To analyse how myths and legends reflect beliefs, values, origins or cultural traditions. 2. To plan a narrative in which character choices and supernatural forces drive the plot. 3. To use imagery, symbolism, dialogue and elevated or traditional language selectively to create a mythic tone. 4. To structure trials, turning points and consequences to build significance and reader engagement. 5. To write and refine a cohesive myth or legend that combines storytelling with a clear underlying idea or value.	**TWINKL SPaG – WEEK 5** Editing and Evaluating	Handwriting taught daily working through handwriting progression document focusing on blends. **Words with the /k/ sound spelt ch** scheme, chorus, chemist, echo, character, ache, monarch, stomach, orchid, orchestra	

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SPRING 1 — YEAR 4 - ENGLISH **POWER OF READING TEXT = MONSTER SLAYER - BRIAN PATTEN** **LINKS TO WIDER CURRICULUM = HISTORY – ANGLO-SAXONS AND VIKINGS** **OTHER TEXTS = NON-FICTION TEXTS ABOUT ANGLO-SAXONS AND VIKINGS** **STORY TIME TEXT = HOW TO TRAIN YOUR DRAGON – CRESSIDA COWELL**					
Week 6	Text: In Half – narrative text Text: Pepper's Ghost – information text Text: The Trick – narrative text VIPERS Retrieval Inference Vocabulary	Assessments 1. Spelling and Grammar 2. Reading 1 3. Reading 2 4. Writing 5. Review and feedback	**TWINKL SPaG – WEEK 6** Assess & Review	Handwriting taught daily working through handwriting progression document focusing on blends. **Consolidating words this half term** emission, commission, league, tongue, possess, natural, fatigue, intrigue, rogue, vague, fascinate, comprehension	

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SPRING 2 — YEAR 4 - ENGLISH

POWER OF READING TEXT = NOAH BARLEYWATER RUNS AWAY – JOHN BOYNE. BAREFOOT AFRICAN TALES – GCINA MHLOPHE

LINKS TO WIDER CURRICULUM = SCIENCE – LIVING THINGS AND THEIR HABITATS GEOGRAPHY – SETTLERS ART – WORK BY EDWARD TINGA TINGA

OTHER TEXTS = TRADITIONAL AFRICAN TALES

STORY TIME TEXT = MUFARO'S BEAUTIFUL DAUGHTERS - JOHN STEPTOE

	READING: DECODING AND COMPREHENSION	WRITING: COMPOSITION	WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION	WRITING TRANSCRIPTION: SPELLING AND HANDWRITING	ORACY (SPEAKING AND LISTENING)
Week 1	Text: Canine Life Savers – information text Text: Evelyn Cheesman- Escaping The Web – information text Text: Extreme Survivors – information text VIPERS Retrieval Inference Vocabulary Summary	**Noah Barleywater runs away** **Genre Instructions** 1. To identify the core features of effective instruction. 2. To plan instructions with a clear purpose, audience and logical sequence. 3. To use precise vocabulary and adverbials to make instructions clear and specific. 4. To use conjunctions and cohesive devices to link instructions and ideas. 5. To write and edit a clear, precise and well-organised set of instructions.	**TWINKL SPaG – WEEK 1** Determiners	Handwriting taught daily working through handwriting progression document focusing on blends. **Endings which sound like /ʃən/ spelt –tion** Rule: –tion is the most common spelling for the /ʃən/ sound; used if the root word ends in t or te. invention, injection, hesitation, completion, continuation, opposition, pollution, question, affection, attraction	

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SPRING 2 — YEAR 4 - ENGLISH

POWER OF READING TEXT = NOAH BARLEYWATER RUNS AWAY – JOHN BOYNE. BAREFOOT AFRICAN TALES – GCINA MHLOPHE

LINKS TO WIDER CURRICULUM = SCIENCE – LIVING THINGS AND THEIR HABITATS GEOGRAPHY – SETTLERS ART – WORK BY EDWARD TINGA TINGA

OTHER TEXTS = TRADITIONAL AFRICAN TALES

STORY TIME TEXT = MUFARO'S BEAUTIFUL DAUGHTERS - JOHN STEPTOE

Week 2	Text: Old Foot – narrative text Text: Rewilding Britain – information text Text: Extinct Beasts – information text VIPERS Retrieval Inference Vocabulary Explanation	**Noah Barleywater runs away** **Genre Persuasive Writing** 1. To analyse how audience and purpose influence persuasive language and content. 2. To develop convincing arguments supported by relevant reasons and evidence. 3. To select persuasive devices such as rhetorical questions, emotive language and language that expresses different degrees of certainty for effect. 4. To organise arguments logically using paragraphs and cohesive devices. 5. To write and refine a convincing persuasive piece tailored to its intended audience.	**TWINKL SPaG – WEEK 2** Word Families	Handwriting taught daily working through handwriting progression document focusing on blends. **Suffix –ous** Rule: –ous originates in Old French and means 'having' or 'full of'. poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, continuous, contentious	

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SPRING 2 — YEAR 4 - ENGLISH

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STORY TIME TEXT = MUFARO'S BEAUTIFUL DAUGHTERS - JOHN STEPTOE

Week 3	Text: Ancient China – information text Text: Ancient India – information text Text: Ancient Egypt – information text VIPERS Retrieval Inference Vocabulary	CC Link Geography – settlers **Genre Letter Writing** 1. To plan a letter with a clear purpose, audience and intended outcome. 2. To develop ideas using relevant detail, explanation, description or persuasion. 3. To organise ideas logically using paragraphs and appropriate letter conventions. 4. To select vocabulary, tone and grammatical structures appropriate to the recipient. 5. To write and edit an engaging and purposeful letter tailored to its audience.	**TWINKL SPaG – WEEK 3** Prepositional Phrases	Handwriting taught daily working through handwriting progression document focusing on blends. **Suffix –ous** Rule: –ous originates in Old French and means 'having' or 'full of'. courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous, disastrous, glamorous	

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Week 4	Text: Mesopotamia – information text Text: Timeline – information text Text: Insects – information text VIPERS Retrieval Inference Vocabulary Summary	**Barefoot African Tales** **Genre Traditional Tale** 1. To identify common tropes, characters and settings of traditional and fairy tales. 2. To analyse how fairy tales and traditional tales communicate values through character, pattern and consequence. 3. To adapt or subvert familiar conventions while maintaining a coherent traditional-tale structure. 4. To use imagery, dialogue, symbolic objects and patterned language to develop atmosphere and meaning. 5. To write and refine an engaging traditional tale that combines recognisable conventions with purposeful originality.	**TWINKL SPaG – WEEK 4** Verb Tenses – Present	Handwriting taught daily working through handwriting progression document focusing on blends. **Statutory word list** complete, opposite, experiment, naughty, grammar, knowledge, favourite, caught, promise, occasion	

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SPRING 2 — YEAR 4 - ENGLISH

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STORY TIME TEXT = MUFARO'S BEAUTIFUL DAUGHTERS - JOHN STEPTOE

Week 5	Text: Mammals – information text Text: The Skies – information text Text: Underwater – information text VIPERS Retrieval Inference Vocabulary	**Barefoot African Tales** **Genre Traditional Tale / Fairy Tale** 1. To identify common tropes, characters and settings of traditional and fairy tales. 2. To analyse how fairy tales and traditional tales communicate values through character, pattern and consequence. 3. To adapt or subvert familiar conventions while maintaining a coherent traditional-tale structure. 4. To use imagery, dialogue, symbolic objects and patterned language to develop atmosphere and meaning. 5. To write and refine an engaging traditional tale that combines recognisable conventions with purposeful originality.	**TWINKL SPaG – WEEK 5** Inverted Commas	Handwriting taught daily working through handwriting progression document focusing on blends. **Homophones and near homophones** Rule: A homophone is a word that sounds like another word but has a different meaning. weather, whether, whose, who's, accept, except, reign, rein, dear, deer	

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Week 6	Text: Adapting – information text Text: Changing world – information text Text: Living together – information text VIPERS Retrieval Inference Vocabulary	CC Link Science – animals **Genre Fact Sheet** 1. To research and organise relevant information for a fact sheet. 2. To use precise vocabulary and appropriate language to convey information. 3. To organise information into paragraphs using clear headings and subheadings. 4. To use cohesive devices to link related information. 5. To create and edit a clear, accurate and well-organised fact sheet.	**TWINKL SPaG – WEEK 6** Assess and Review	Handwriting taught daily working through handwriting progression document focusing on blends. **Consolidating words this half term** invention, injection, opposition, pollution, various, tremendous, enormous, dear, deer, attraction, contentious, accept	

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SUMMER 1 — YEAR 4 - ENGLISH

POWER OF READING TEXT = VARJAK PAW – SF SAID

LINKS TO WIDER CURRICULUM = SCIENCE – ELECTRICITY HISTORY – CRIME AND PUNISHMENT THROUGH TIME

OTHER TEXTS = NON-FICTION TEXTS ON CRIME AND PUNISHMENT (IN DIFFERENT HISTORICAL PERIODS) AND ELECTRICITY

STORY TIME TEXT = THE FANTASTIC MR FOX - ROALD DAHL THE MYSTERY OF THE BURNT COTTAGE – ENID BLYTON

	READING: DECODING AND COMPREHENSION	WRITING: COMPOSITION	WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION	WRITING TRANSCRIPTION: SPELLING AND HANDWRITING	ORACY (SPEAKING AND LISTENING)
Week 1	Text: Body snatchers – information text Text: Creating a law – information text Text: I didn't know that was a crime – information text VIPERS Retrieval Inference Vocabulary Explanation	**Varjak Paw** **Genre Character Description** 1. To plan characterisation with a clear intended impression on the reader. 2. To select precise vocabulary, imagery and sentence structures to develop appearance and personality. 3. To reveal character indirectly through dialogue, behaviour, thoughts and relationships. 4. To combine direct and indirect characterisation consistently across a passage. 5. To write and refine convincing characterisation that creates a distinctive and believable character.	**TWINKL SPaG – WEEK 1** Verb Inflections	Handwriting taught daily working through handwriting progression document focusing on blends. **Recap – Spring term** weather, whether, serious, obvious, completion, dangerous, mountainous, tongue, antique, expression	

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Week 2	Text: The first police – information text Text: Unusual punishments – information text Text: Goldilocks – narrative text VIPERS Retrieval Inference Vocabulary	**Varjak Paw** **Genre Speech** 1. To analyse how audience and purpose influence the language and structure of a speech. 2. To develop key messages using relevant evidence, examples and explanation. 3. To select rhetorical and persuasive devices to engage and influence listeners. 4. To structure and link ideas effectively, including a purposeful opening and conclusion. 5. To write, refine and deliver a confident speech tailored to its audience.	**TWINKL SPaG – WEEK 2** Conjunctions to Express Time and Cause	Handwriting taught daily working through handwriting progression document focusing on blends. **Suffix –ly** Rule: If the root word ends in –ic, add –ally. –ly often has the meaning of 'like'. basic, basically, frantic, frantically, dramatic, dramatically, historic, historically, optimistic, optimistically	Public speaking to class

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Week 3	Text: Henny Penny – narrative text Text: Humpty Dumpty – narrative text Text: The ingredients – narrative text VIPERS Retrieval Inference Vocabulary Prediction	**Varjak Paw** **Genre Comic** 1. To plan a comic with a clear plot, characters and sequence of events. 2. To organise panels, captions, speech and images to guide the reader. 3. To use visual and language features to create mood, humour or tension. 4. To use dialogue and descriptive language to develop character and action. 5. To create and edit an engaging comic that combines text and images effectively.	**TWINKL SPaG – WEEK 3** Suffixes	Handwriting taught daily working through handwriting progression document focusing on blends. **Prefixes sub–, anti– and auto–** Rule: sub– = 'under' or 'below'; anti– = 'against' or 'opposite of'; auto– = 'self'. subdivide, subheading, submarine, submerge, antiseptic, anticlockwise, antisocial, antibiotic, autobiography, autograph	

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Week 4	Text: Electric Vehicles – information text Text: First Electric Light – information text Text: How Electricity Works – information text VIPERS Retrieval Inference Vocabulary Summary	CC Link Science – How electricity is produced. **Genre Explanation Text** 1. To analyse how explanation texts make complex processes clear to a reader. 2. To organise stages and ideas logically using paragraphs and cohesive devices. 3. To use causal language, precise vocabulary and varied sentence structures to develop explanations. 4. To use diagrams, headings or other organisational features where they support understanding. 5. To write and refine a detailed, coherent explanation for a specific audience.	**TWINKL SPaG – WEEK 4** Possessive Apostrophes	Handwriting taught daily working through handwriting progression document focusing on blends. **Statutory word list** purpose, straight, surprise, therefore, pressure, peculiar, heard, important, interest, consider	

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Week 5	Text: Power Cut – information text Text: Uses of Electricity – information text Text: Toast For Breakfast – narrative text VIPERS Retrieval Inference Vocabulary	CC Link History – Crime and punishment through time. **Genre Non-Chronological Report** 1. To plan a non-chronological report for a specific audience and purpose. 2. To organise and develop information logically across paragraphs and sections. 3. To use precise, formal and subject-specific vocabulary to communicate accurately. 4. To use cohesive and presentational features to guide the reader through the information. 5. To write and refine a clear, detailed and engaging non-chronological report.	**TWINKL SPaG – WEEK 5** Paragraphs	Handwriting taught daily working through handwriting progression document focusing on blends. **Prefix inter–** Rule: inter– comes from Latin and means 'between', 'among' or 'together'. interact, intercity, international, interrelated, interchange, interconnected, internet, intermediate, intermission, interweave	

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OTHER TEXTS = NON-FICTION TEXTS ON CRIME AND PUNISHMENT (IN DIFFERENT HISTORICAL PERIODS) AND ELECTRICITY
STORY TIME TEXT = THE FANTASTIC MR FOX - ROALD DAHL THE MYSTERY OF THE BURNT COTTAGE – ENID BLYTON

Week 6	Text: Clean Room – narrative text Text: Chocolate Kettle – information text Text: Holiday On Mars – information text VIPERS Retrieval Inference Vocabulary	CC Link History – Crime and punishment through time. **Genre Debate** 1. To develop a clear viewpoint supported by relevant reasons and evidence. 2. To organise ideas logically to build a convincing argument. 3. To respond to opposing viewpoints using appropriate evidence and reasoning. 4. To use persuasive language and rhetorical devices to influence an audience. 5. To present and respond to arguments clearly and confidently in a structured debate.	**TWINKL SPaG – WEEK 6** Assess and Review	Handwriting taught daily working through handwriting progression document focusing on blends. **Consolidating words this half term** weather, whether, serious, obvious, completion, dangerous, mountainous, tongue, antique, expression, surprise, consider	Public speaking to class

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Week 7	Text: I Need A Phone – information text Text: Lizard or Fish – information text Text: Top Tips – information text VIPERS Retrieval Inference Vocabulary Summary	Assessments 1. Spelling and Grammar 2. Reading 1 3. Reading 2 4. Writing 5. Review and feedback	School SPaG review: revisit previously taught focuses; no published Twinkl Week 7.	Handwriting taught daily working through handwriting progression document focusing on blends. **Consolidating words this half term** frantically, subheading, submarine, submerge, interact, intercity, dramatic, dramatically, historic, historically, heard, important	

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SUMMER 2 — YEAR 4 - ENGLISH

POWER OF READING TEXT = GREGORY COOL - CAROLINE BINCH. A NEST FULL OF STARS – JAMES BERRY

LINKS TO WIDER CURRICULUM = SCIENCE – REDUCE, RECYLE AND RESUSE GEOGRAPHY – ALL AROUND THE WORLD

OTHER TEXTS = THE BOY WHO HARNESSED THE WIND – WILLIAM KAMKWAMBA & ELIZABETH ZUNON. INFORMATION TEXTS ABOUT RECYCLING AND CONSERVATION

STORY TIME TEXT = LOOK BACK – TRISH COOKE THE IRON WOMAN – TED HUGHES SKELLIG – DAVID ALMOND

	READING: DECODING AND COMPREHENSION	WRITING: COMPOSITION	WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION	WRITING TRANSCRIPTION: SPELLING AND HANDWRITING	ORACY (SPEAKING AND LISTENING)
Week 1	Text: The Plastic Problem – information text - retrieval focus Text: The Litter-Picker – narrative text - inference focus Text: The Journey – narrative text - inference focus VIPERS Retrieval Inference Vocabulary	**Gregory Cool** **Genre Diary** 1. To analyse how viewpoint and purpose shape a diary entry. 2. To select and organise events, emphasising those most significant to the writer. 3. To use precise vocabulary and varied sentences to convey thoughts, feelings and reactions. 4. To combine recount, reflection and description to create a convincing personal voice. 5. To write and refine an engaging diary entry that sustains viewpoint and voice.	**TWINKL SPaG – WEEK 1** Verb Tenses – Past	Handwriting taught daily working through handwriting progression document focusing on blends. **Possessive apostrophes with plural words** Rule: An apostrophe is added at the end of plural words ending in s. girls', boys', babies', houses', sisters', trolleys', potatoes', pizzas', buses', arches'	

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SUMMER 2 — YEAR 4 - ENGLISH **POWER OF READING TEXT = GREGORY COOL - CAROLINE BINCH. A NEST FULL OF STARS – JAMES BERRY** **LINKS TO WIDER CURRICULUM = SCIENCE – REDUCE, RECYLE AND RESUSE GEOGRAPHY – ALL AROUND THE WORLD** **OTHER TEXTS = THE BOY WHO HARNESSED THE WIND – WILLIAM KAMKWAMBA & ELIZABETH ZUNON. INFORMATION TEXTS ABOUT RECYCLING AND CONSERVATION** **STORY TIME TEXT = LOOK BACK – TRISH COOKE THE IRON WOMAN – TED HUGHES SKELLIG – DAVID ALMOND**					
Week 2	Text: R is for... – information text - explanation focus Text: Formal letter – letter - retrieval focus Text: Lost forever – information text VIPERS Retrieval Inference Vocabulary Explanation	**Gregory Cool** **Genre Narrative** 1. To plan a narrative with a clear plot, character development and setting. 2. To create atmosphere through precise vocabulary, description and sentence structure. 3. To develop character and plot through dialogue, action and thoughts. 4. To select and combine literary devices to create imagery and effect. 5. To write and edit a cohesive narrative that uses literary devices deliberately.	**TWINKL SPaG – WEEK 2** Prefixes	Handwriting taught daily working through handwriting progression document focusing on blends. **Possessive apostrophes with plural words** Rule: 's comes after the apostrophe if the plural does not end in s. children's, people's, men's, mice's, women's, geese's, fishermen's, oxen's, teeth's, police's	

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Week 3	Text: Shrinking habitats – information text Text: Deforestation – information text Text: Layers – information text VIPERS Retrieval Inference Vocabulary	**A nest full of stars** **Genre Poetry** 1. To analyse a poem written in non-standard English. Identifying the difference between standard English expectations and the language of the poem. 2. To explore dialect and uses of non-standard English to express cultural, historical or geographical voice. 3. To identify poetic devices used in the work of James Berry, including repetition, alliteration, onomatopoeia and rhyme. 4. To explore figurative language used to create imagery and mood, in the work of James Berry. 5. To perform poems by James Berry.	**TWINKL SPaG – WEEK 3** Plural Possessive Apostrophes	Handwriting taught daily working through handwriting progression document focusing on blends. **Statutory word list** business, medicine, accident, accidentally, actually, continue, forward, forwards, length, occasionally, though, woman	Performance/recital of poetry

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STORY TIME TEXT = LOOK BACK – TRISH COOKE THE IRON WOMAN – TED HUGHES SKELLIG – DAVID ALMOND

Week 4	Text: Palm Oil – information text Text: Temperate Rainforests - information text Text: Waterways – information text VIPERS Retrieval Inference Vocabulary Summary	**A nest full of stars** **Genre Poetry** 1. To plan a poem with a clear theme or mood. 2. To experiment with rhythm, rhyme, stanza structure or line length. 3. To use figurative language to create imagery and mood. 4. To select and combine poetic devices for deliberate effect. 5. To write, refine and perform a poem that uses poetic devices.	**TWINKL SPaG – WEEK 4** Subordinate Clauses	Handwriting taught daily working through handwriting progression document focusing on blends. **Consolidating words this half term** girls', boys', business, accident, babies', houses', sisters', trolleys', potatoes', arches'	Performance/recital of poetry

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STORY TIME TEXT = LOOK BACK – TRISH COOKE THE IRON WOMAN – TED HUGHES SKELLIG – DAVID ALMOND

Week 5	Text: Chess – narrative text Text: Games Master – narrative text Text: Geocaching – narrative text VIPERS Retrieval Inference Vocabulary Prediction	**Electricity production** **Genre Information Text** 1. To analyse how purpose and audience affect the level of detail, vocabulary and presentation of information. 2. To select, prioritise and organise relevant information from research. 3. To explain information clearly using precise vocabulary, examples and appropriate grammatical structures. 4. To integrate paragraphs and presentational features so they work together to guide the reader. 5. To write and refine an engaging information text tailored to the knowledge and needs of its audience.	**TWINKL SPaG – WEEK 5** Organisational Devices	Handwriting taught daily working through handwriting progression document focusing on blends. **End of year statutory words assessment (first half of full Y3 & 4 list)**	

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Week 6	Text: Half-Pipe – narrative text Text: Museum – narrative text Text: Manticore – narrative text VIPERS Retrieval Inference Vocabulary	**The boy who harnessed the wind** **Genre Biography** 1. To analyse how a biographer's choices shape the reader's understanding of a person. 2. To select and prioritise significant events, experiences and achievements from research. 3. To combine factual detail with explanation of the person's character, motivations or impact. 4. To use chronology, paragraphs and cohesive devices to move clearly between stages of a life. 5. To write and refine a coherent biography that presents a clear picture of the person and their significance.	**TWINKL SPaG – WEEK 6** Assess and Review Additional focus: Adverbials of frequency and possibility	Handwriting taught daily working through handwriting progression document focusing on blends. **End of year statutory words assessment (second half of full Y3 & 4 list)**	
Week 7	VIPERS – key skill recap	Learning consolidation for Year 4	Revisit previously taught focuses. Additional focus: Adverbials of manner	Handwriting taught daily working through handwriting progression document focusing on blends.	

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School year: 38 weeks — Autumn 1: 7; Autumn 2: 7; Spring 1: 6; Spring 2: 5; Summer 1: 7; Summer 2: 6.