

Year 4		Autumn Term 2						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Mission 2 Board Games	Reading: • apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words children encounter • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • develop positive attitudes to reading, and an understanding of what they read • understand what they read in books they can read independently • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • learn to justify their views about what they have read (increasingly independently by the end of Year 4)						
		Writing: • write: – a vivid description of a character and setting for a board game: understanding form, purpose and audience – a background story and clear, concise instructions for a board game: using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect, using rhetorical questions and using headings, subheadings, bullet points and numbers to organize ideas – a persuasive advert for a board game: using repetition for effect, using rhetorical questions, using superlatives and other emotive vocabulary to persuade and using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect. • use personal pronouns to link within and between sentences and avoid repetition (noun/pronoun agreement) • use varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect • use present perfect tense verbs instead of past simple tense to relate time and cause. • extend the range of prepositions of place (in, at, on, under, past, through, along, between) • understand the correct terminology for expressing familiar causal connectives, time connectives • use imperative verbs, adverbs and adjectives to create more detailed instructions • use personal pronouns as a persuasive feature • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's) • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • have a sufficient knowledge of spelling, in order to use dictionaries efficiently • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • read aloud so that the meaning is clear						
		Revisit: • using paragraphs to organize and sequence ideas • using alliteration and punctuation for effect • exploring the structure, form and purpose of instructions • using varied sentence forms: statements, commands, questions • using prepositions to clarify instructions						