

	Autumn Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 4 - Non-fiction
Year 4	Haiku	Story - conquering the monster	Instructions	Diary
Key vocabulary Lighthouse words	theme;	conquer; defeat; metaphor; discovered; simple; complicated; characteristics (used in description); moments later; compare to; however; for instance; therefore;	at this stage; moments later; however; in common; as a result; finally; therefore;	at this stage; moments later; however; in common; as a result; finally; therefore;
Key structural features	Title Three lines First line has 5 syllables Second line has 7 syllables Third line has 5 syllables No rhyme Key theme for the poem.	Opening: Introduce main character -all is well Build Up: A monster appears. Problem: Monster is difficult to defeat. Resolution: main character defeats the monster. Ending: all is well again and/or main character gets a reward.	Statement of purpose included. Imperative language Adjectives or adverts to give essential information. Formal language Organisational feature - use number list or bullet points. Evaluate effectiveness (try out to test, evaluate and edit to improve instructions).	Diary starter (date or Dear Diary,) Introduction - grab reader's attention with hook and key events. Main paragraph(s) giving detail of the key event. Include feelings about the event. Emotive and descriptive language. Time sequencing Past tense Conclusion- round off information may also have hopes for the future.
Key skills taught for the term	spell words that are often misspelt; use further prefixes and understand how to use them; increase the legibility, consistency and quality of handwriting; organise paragraphs around a theme			
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Retrieval  <u>Strategies to focus on:</u> VIP words strategy Breakdown and Repair.	<u>Skills to specifically focus on:</u> Connections and Comparing  <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder	<u>Skills to specifically focus on:</u> Predicting  <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference  <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise

	Spring Term		
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction
Year 4	Limmerick	Story - journey tale	Persuasive writing - public service announcements/ reviews/editorial
Key vocabulary Lighthouse words	nonsense; rhyme; syllable;	discovered; simple; complicated; characteristics (used in description); at this stage; moments later; however; in common; for instance; explore; journey; tale; obstacle; overcome;	characteristics; compared to; however; in common; similarity; for instance; closely linked; as a result; on the other hand;
Key structural features	Title 5 lines Nonsense/comical content. First, second and fifth lines rhyme with each other with the same number of syllables (typically 8 -9) third and fourth lines rhyme with each other and have same number of syllables (usually 5 - 6) Often start with "There once was a.." or "There was a.."	Opening: Main character goes on a journey Build Up: something small goes wrong Problem: something worse happens Resolution: obstacles are overcome Ending: main character gets there in the end	Be informative, comparing fact and opinion. Plan presentation of point of view Persuasive language and phrases Adverbs Fronted adverbials Conjunctions - if, then, on the other hand
Key skills taught	place the possessive apostrophe accurately; use further prefixes and understand how to use them; apostrophe to mark plural possession; inverted commas for speech; comma after fronted adverbial		
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Sequencing & Summarising  <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/evaluation Retrieval  <u>Strategies to focus on:</u> VIP words strategy Visualise Breakdown and Repair I wonder Inference	<u>Skills to specifically focus on:</u> Connections & Comparing  <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder

	Summer Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 4 - Narrative
Year 4	Narrative poem/free verse	Story - wishing tale	Recount - higher level newspaper	Portal story
Key vocabulary Lighthouse words	discovered; characteristics; figurative language; phrases; adverbial; noun;	discovered; characteristics; simple; complicated; at this stage; moments later; compared to; however; explore;	on the other hand; finally; therefore; explore; for instance; closely linked to; as a result; in common; similarity; however; compared to;	discovered; characteristics; simple; complicated; at this stage; moments later; compared to; however; explore;
Key structural features	Title Describe something Use noun phrases use adverbial phrases Use figurative language No need for rhyme or a set pattern	Opening: main character wants something badly Build Up: main character tries to get it Problem: main character is prevented by some sort of difficulty. Resolution: main character overcomes the difficulty Ending: main character gets what they want, hints and questions left for reader about whether it was worth it.	Headline to grab the reader's attention. Introduction that holds the reader's attention providing key information. Main paragraphs of detail about the key event. Conclusion. - round off information about the event and address the reader directly. Past tense. Time conjunctions. Sequenced in clear logical order. Third person recount. Conjunctions More formal language and style.	Opening: introduce main character and current setting Build Up: character goes somewhere and discovers a thing/item/door/hole, etc and enters a different world Problem: character is in danger/ can't get home/needs to complete a task/help someone. Resolution: character overcomes obstacle/fulfils purpose there. Ending: character returns back to their home/usual setting.
Key skills taught	using conjunctions, adverbs and prepositions to express time and cause; using the present perfect form of verbs in contrast to the past tense			
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Predicting  <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference  <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise	<u>Skills to specifically focus on:</u> Sequencing & Summarising  <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/evaluation  <u>Strategies to focus on:</u> Visualise Breakdown and Repair I wonder