

### Amble Links First School – Y4 Literacy Yearly Overview

Year 4	Autumn		Spring			Summer	
	Ancient Egypt		Amazing Amazon			Blitz & Bombs	
Texts	<b><u>Fiction</u></b> <b>Model Text:</b> The Time-slip necklace  <b>Genre:</b> portal tale  <b>Focus:</b> settings suspense	<b><u>Non-fiction:</u></b> <b>Model Text:</b> Tut in Murder Mystery  <b>Genre:</b> recount: newspaper report	<b><u>Fiction</u></b> <b>Model Text:</b> The Canal Pie Corbett  <b>Genre:</b> warning tale  <b>Focus:</b> dialogue openings/endings	<b><u>Poetry</u></b> <b>Model Text:</b> The Magic Box – Kit Wright  The Sound Collector – Roger McGough	<b><u>Non-fiction</u></b> <b>Model Text:</b> Unicorns – Pie Corbett  <b>Genre:</b> non-chronological report	<b><u>Fiction</u></b> <b>Model Text:</b> The old mill Pie Corbett  <b>Genre:</b> suspense tale  <b>Focus:</b> characterisation suspense	<b><u>Non-fiction</u></b> <b>Model Text:</b> Should Children Do Housework?  <b>Genre:</b> discussion/debate
	Free writing week		Free writing week			Free writing week	
Spelling	<b>RWI Y4 spelling programme</b> prefix – mis/auto/inter <i>zhuh</i> spelt -sure short u sound spelt ou suffix – ly homophones Y3/4 word list		<b>RWI Y4 spelling programme</b> <i>ay</i> sound spelt – eigh, ei, ey -ous ending s sound spelt sc possessive apostrophes <i>zhun</i> – spelt –sion Y3/4 word list			<b>RWI Y4 spelling programme</b> adding il- & revise un-, in-, mis-, dis- c sound spelt –que/g sound spelt –gue adding ir- to words beginning with r suffix – ion Y3/4 word list	

## Amble Links First School – Y4 Literacy Yearly Overview

	Autumn	Spring	Summer
	Blitz & Bombs	Amazing Amazon	Ancient Egypt
<b>Grammar &amp; punctuation</b>	<p><b><u>Text structure</u></b></p> <p><b>Fiction:</b> Secure use of planning tools: story map/story mountain/boxing-up grids Paragraphs: organise each part of a story to indicate a change in place or time</p> <p><b>Non-fiction:</b> Secure use of planning tools: text map/ washing line/boxing-up grids Paragraphs: link information with a range of connectives/sentence signposts; logical organisation Ending should include question, warning</p>	<p><b><u>Text structure</u></b></p> <p><b>Fiction:</b> Develop 5 parts to story: introduction/ Build-up/ Problem/ resolution/ Ending Plan opening using: description/action/dialogue Clear distinction between resolution and ending. Ending to include reflection on events or the characters.</p> <p><b>Non-fiction:</b> Paragraphs: organise around a theme; use of bullet points/diagrams Ending should include extra information</p>	<p><b><u>Text structure</u></b></p> <p><b>Fiction:</b> Paragraphs: build in suspense writing to introduce the dilemma</p> <p><b>Non-fiction:</b> Paragraphs: link information with a range of connectives/sentence signposts Ending should include personal opinion, response</p>
	<p><b><u>Sentence Construction</u></b></p> <p>Secure use of compound sentences (coordination): and/but/or/so/for/nor/yet Long sentences to enhance description Noun phrases Fronted adverbials</p>	<p><b><u>Sentence Construction</u></b></p> <p>Develop use of complex sentences (subordination) Main and subordinate clauses with a range of subordinating conjunctions Start with a similie _ed clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Dialogue – verb + adverb “Hello,” she <i>whispered, shyly</i></p>	<p><b><u>Sentence Construction</u></b></p> <p>Short sentences to move events on quickly Expanded _ing clauses as starters e.g Grinning menacingly Sentence of 3 for action Repetition to persuade</p>
	<p><b><u>Word structure/language</u></b></p> <p>Introduce prepositions: at, underneath, towards, beneath, beyond Proper nouns</p>	<p><b><u>Word structure/language</u></b></p> <p>Conditionals: could, would, should Grammatical difference between plural and possessive s</p>	<p><b><u>Word structure/language</u></b></p> <p>Comparative and superlative adjectives e.g small.....smaller.....smallest Standard English forms for verb inflections instead of local spoken (we were/ I did)</p>
	<p><b><u>Punctuation</u></b></p> <p>Use of commas after fronted adverbials</p>	<p><b><u>Punctuation</u></b></p> <p>Apostrophes to mark singular &amp; plural possession Full punctuation for direct speech</p>	<p><b><u>Punctuation</u></b></p> <p>Secure all punctuation for Y4</p>