**Year 4**

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| A screenshot of a computer  Description automatically generated | **Year 4 Autumn MTP** | | | | | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| Grammar and Punctuation | Ready to Write  Using Determiners | Clauses  Expanding sentences using conjunctions | Expanding sentences using adverbs  Expanding sentences using prepositions | Direct speech | Past tense  Present Tense  Present perfect and simple past | Using Paragraphs | Pronouns | Fronted Adverbials | Fronted Adverbials | Using commas after fronted adverbials | | Assess and review |
| Alan Peat  Sentences | Revisit previous sentences  e.g. 2A, 3ED  Emotion word, comma  The more, the more | | | | | | | | | | | |
| Spelling  Spelling Shed | 1.Words that are homophones  2.Words with the prefix ’in-’  3.Words with the prefixes ’il-’, ‘im-’ and ‘ir-’ | | | 4.Words with the prefix ’sub-’  5.Words with the prefix ’inter-’  6.Challenge Words. | | | 7.Words ending in ’-ation’  8.Words ending in ’-ation’  9.Words ending ’-ly’ | | | 10.Words ending ’-lly’  11.Words where ‘ch’ makes a /sh/ sound  12.Challenge Words | | |
| Handwriting | The Ladder family  (l, I, u, t, y and j) | | | | | | Assess and Review | The One Armed Robot Family  (n, m and h) | | | | Practice and Review |
| Handwriting linked to common exception word foci | General assessment – ball shapes, straight lines, tunnel letters, hoops, loops and lines | c – accident  a – accidentally  d – calendar  - | o – occasion e – enough s – surprise i - important i – interest | l- library  t through  x - exercise | r – regular  v- various  w – weight  z - pizza | n – natural m – edicine h – height  b - believe | j -jelly  y-yacht  f- favourite  k - knowledge | ai – straight ch – church  ck – clock | er -answer sh – should th – though but – butter | ea-appear ed – knowledge ss-possess  jig - jigsaw  as -increase | igh – eight  ing - bring  sat - satin  be - believe  ie-experiment se - surprise her -therefore men - mention | oe – toe  re - pressure ve - arrive we - weight |
| Reading text  VIPERS Foci | Treasure Island | | | | | | Demon Dentist | | | | | |
| Writing Sequence | The Wind in the Willows | | | | The Lion, the Witch and the Wardrobe | | Granny Came here on the Windrush | | | Coming to England  Expanded Narrative | | |
| Writing Outcomes | SETTING DESCRIPTION  Can I gather key vocabulary after reading a setting description?  Can I identify and define adjectives, fronted adverbials and prepositions within a setting description?  Can I use powerful adjectives to describe a setting? (2A sentences)  Can I use prepositions to describe positions in a setting?  Can I use fronted adverbials as effective sentence starters?  Can I describe settings using ‘as a/like a’ sentences?  Can I identify and use coordinating and subordinating conjunctions to create compound and complex sentences?  Can I plan an effective setting description?  Can I draft an effective setting description using the senses?  Can I edit my writing for correct use of punctuation? (commas after fronted adverbials and correct use of possessive apostrophe)  Can I review and provide feedback on mine and others work?  Can I redraft my edited work?  Can I share my setting description with an audience? | | Story opening | | | | Non-chronological report on what happened during the Windrush. | | | Expanded narrative | | |
|  | Can I share my knowledge about a story and collect key vocabulary?  Can I identify the key skills in a story opening?  Can I build descriptive sequences featuring action?  Can I vary my sentence openers using action, verbs and adverbs? (DADWAVERS)  Can I vary my sentence openers using similes? (DADWAVERS)  Can I use the features of speech correctly? (DADWAVERS)  Can I plan a first-person story opener?  Can I write a story opener?  Can I edit my story opener?  Can I publish and share my story opener? | | | | Can I identify key features in a non-chronological report?  Can I gather information about the Empire Windrush?  Can I successfully write using third person?  Can I write definitions for unfamiliar words?  Can I identify and write in present perfect tense?  Can I use subordinating conjunctions in my writing?  Can I use pronouns effectively?  Can I successfully identify and use expanded noun phrases in my writing?  Can I use relative clauses in my non-chronological report?  Can I plan my own non-chronological report?  Can I independently write a non-chronological report?  Can I edit and improve my independent write?  Can I publish and share my non-chronological report? | | | Can I gather and uplevel importantwords in a story?  Can I identify key features in an expanded narrative?    Can I understand how cohesion is created within writing?    Can I correctly use possessive apostrophes?    Can I write a *double ly* ending sentence?    Can I plan an expanded narrative?    Can I independently write an expanded narrative?    Can I edit and improve my expanded narrative?    Can I publish and share my expanded narrative? | | |