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| **AUT 1** | | **Week 1** | | **Week 2** | | **Week 3** | | **Week 4** | **Week 5** | **Week 6** | | **Week 7** | |
| **Y4** | ***Stimulus*** | **Boy Overboard** | | | | | | | | | | | |
| ***Reading skill*** | Retrieval | Prediction | | | Reading fluency assessment | Summarise | | Prediction | Retrieval | | | Inference |
| ***Purpose/Text type outcome*** | **Diary Recount**  **Riddle Poetry**  **Letter** | | | | | | | | | | | |
| ***DUO*** | Identify the key features of a recount | | Planning a recount using the key features  Writing a recount using the key features. | | Editing a recount using editing strips.  Publishing a recount | | Learning to describe an object to describe its beauty  Learning to write a riddle poem | Learning to describe the setting of a story effectively.  I am learning to use drama, figurative language, and sentence openers to enhance my descriptive writing. | Learning to portray or describe a character.  Learning to write a diary entry. | | Learning to debate a topic  Learning to write a persuasive letter | |
| ***Grammar*** | Ready to Write | |  | |  | |  |  |  | |  | |
|  | Ready to Write  Using determiners | | Ready to Write  Clauses | | Ready to Write  Expanding sentences using Conjunctions, Adverbs and Prepositions. | | Ready to Write  Direct Speech | Ready to Write  Past tense and Present tense | Ready to Write  Present Perfect or Simple Past? | | Ready to Write  Using Paragraphs | |
| ***Spelling Shed*** | Step 1 – Words that are homophones | | Step 2 – Words with the prefix ‘in-‘ meaning not | | Step 3 – Words with the prefixes ‘il’ ‘im’ and ‘ir’ | | Step 4 – Words with the prefix ‘sub’ meaning ‘below’ or further divided | Step 5 – Words with the prefix ‘inter’ meaning ‘between or among’. | Step 6 – Challenge words | | Review all previous weeks | |
| ***Handwriting*** | Week’s spellings h/w activity & Module 5: Cloze 1 | | Week’s spellings h/w activity & Module 5: Cloze 2 | | Week’s spellings h/w activity & Module 5: Cloze 3 | | Week’s spellings h/w activity & Module 5: Cloze 4 | Week’s spellings h/w activity & Module 5: Cloze 5 | Week’s spellings h/w activity & Module 5: Cloze 6 | | Week’s spellings h/w activity | |
| **AUT 2** | | **Week 1** | | **Week 2** | | **Week 3** | | **Week 4** | **Week 5** | **Week 6** | | **Week 7** | |
| **Y4** | ***Stimulus*** | **Boy Overboard & Rocketeer** | | | | | | | | | | | |
| ***Reading skill*** | Prediction | | | Prediction | Inference | Summarise | | Prediction | | Retrieval | | Inference |
| ***Purpose/Text type outcome*** | **Setting description**  **1st Person Narrative**  **Newspaper Report** | | | | | | | | | | | |
| ***DUO*** | Learning to write a persuasive letter.  Learning to make predictions based on a story. | | Learning to use expressions of time (conjunctions/adverbials/prepositions) to show how events of a story unfold.  Learning to write descriptively using the five senses. | | Learning to use expanded noun phrases to add detail to description.  Learning to develop a main character. | | Learning to use contrasting conjunctions for comparative writing.  Learning to re-tell the events of a story from the character’s perspective. | Learning to edit a narrative using editing strips.  Learning to publish a narrative | Learning to identify the key features of a newspaper.  Learning to use the features of a newspaper article to develop a report. | | Learning to write a newspaper report.  Learning to assess the effectiveness of my own writing and suggest improvements. | |
| ***Grammar*** | Pronouns & Fronted adverbials | |  | |  | |  |  |  | |  | |
|  | Pronouns  Recognising nouns and pronouns | | Pronouns  Using pronouns | | Pronouns  Pronouns or noun? | | Fronted adverbials  What is an adverbial?  Recognising fronted adverbials. | Fronted adverbials  Time specific adverbials and place specific adverbials. | Fronted adverbials  Descriptive fronted adverbials and recognising fronted adverbials | | Fronted adverbials  Using fronted adverbials | |
| ***Spelling Shed*** | Step 7 – Words ending in ‘-ation’ | | Step 8 – Words ending in ‘-ation’ | | Step 9 – Words ending in ‘-ly’ | | Step 10 – Words ending in ‘-lly’ | Step 11 – Words where ‘ch’ makes a /sh/ sound | Step 12 – Challenge words | | Review all previous weeks | |
| ***Handwriting*** | Week’s spellings h/w activity & Module 5: Cloze 7 | | Week’s spellings h/w activity & Module 5: Cloze 8 | | Week’s spellings h/w activity & Module 5: Cloze 9 | | Week’s spellings h/w activity & Module 5: Cloze 10 | Week’s spellings h/w activity & Module 5: Cloze 11 | Week’s spellings h/w activity & Module 5: Dictation 1 | |  | |