



AUT 1		3 Days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Y4	Stimulus	Krindlekrax & Treasure							
	Reading Recharged	Retrieval	Prediction	Reading fluency assessment	Summarise	Prediction	Retrieval	Inference	
	Purpose/Text type outcome	Persuasive Letter Diary recount Adventure narrative							
	DUO	Introduce the text – read first 10 chapters. Retrieval and prediction. Find determiners in the text – link to grammar.	Qualities and personality traits of a hero Features of a persuasive text. (sequence, highlight etc.)	Persuasive openers. Learning to debate a topic Planning a persuasive letter using the key features Writing a persuasive letter using the key features. Trip to the Norris Museum.	Plan a persuasive letter – independent. Write Edit – editing strips Publish	Learning to describe an object to describe its beauty Learning to write a riddle poem Introduce adventure narrative – Sandy Cove model text. What are the features – box up the text. Learning to describe the setting of a story effectively.	Create the class plan, step by step, chd create own plan (2 lessons) Write the story. Innovate the adventure story plan – based on Krindlekrax. I am learning to use drama, figurative language, and sentence openers to enhance my descriptive writing	Write an adventure story (1 paragraph at a time, model using class plan, then chn write own paragraph – edit each paragraph.) Publish? Learning to portray or describe a character	
	Grammar	Ready to Write							
		Ready to Write Using determiners – link to Krindlekrax if possible	Ready to Write Clauses	Ready to Write Expanding sentences using Conjunctions, Adverbs and Prepositions.	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	Spelling test to sort groups out and intervention groups.	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
	Oracy Physical 	Physical: To use pauses for effect in presentational talk – English L1. Cognitive – to give supporting evidence.	Social and emotional – turn taking, MAYBE a debate with assigned roles?	Cognitive – give supporting evidence.	Social and emotional - participation	Physical – use pauses for effect.	Linguistic – consider words and phrasing	Physical – use pauses for effect	Physical – use pauses for effect
AUT 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Y4	Stimulus	Krindlekrax							
	Reading skill	Prediction	Prediction	Inference	Summarise	Prediction	Retrieval	Inference Trip?	
	Purpose/Text type outcome	Setting description, 1st person Narrative, newspaper report, riddles.							
	DUO	Learning to write descriptively using the five senses. 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 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. Editing	Learning to identify features of newspaper article. Deconstructing a newspaper article.	Assessment Week?	Planning and writing our own newspaper articles.	Publish the articles. Trip Riddles	

	Grammar	Ready to Write Using Paragraphs		Pronouns & Fronted adverbials											
		<u>Pronouns</u> Recognising nouns and pronouns		<u>Pronouns</u> Using pronouns		<u>Pronouns</u> Pronouns or noun?		<u>Fronted adverbials</u> What is an adverbial? Recognising fronted adverbials.		<u>Fronted adverbials</u> Time specific adverbials and place specific adverbials.		<u>Fronted adverbials</u> Descriptive fronted adverbials and recognising fronted adverbials		<u>Fronted adverbials</u> 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	
	Oracy Linguistic		Read with expression – physical		Cognitive – give supporting evidence Social and emotional – turn taking		Cognitive – give supporting evidence Social and emotional – turn taking		Debate – adopt appropriate register Select relevant information to support arguments.						