SPRING 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Y4	*Stimulus*	Charlie and the Chocolate Factory & The Catch						
	Reading skill	Reading fluency	Reading recharged Retrieval	Reading fluency **Assessment**	Reading recharged Inference	Reading fluency	Reading recharged Summarising	
	Purpose/Text type outcome	**Diary** **Dialog passage**						
	DUO: please ensure KTP clear	**The Catch** Learning to infer about a character. Exploring model text of a diary	**The Catch** Identifying key features of a diary entry. Produce an opening paragraph.	**The Catch** Writing a setting description using expanded noun phrases Describing a chase scene using time conjunctions to relay movements.	**The Catch** Writing a diary by using fronted adverbials to describe the final scene. Introducing dialogue.	**The Catch** Learning to write dialogue through identifying indirect and direct speech focussing on inverted commas to characterise direct dialogue. Learning to write dialogue through commas around reporting clauses.	**The Catch** Learning to write dialogue. Learning to write a conversational exchange following the 'rules for writing dialogue'.	
	Grammar	Apostrophes			Speech			
		Apostrophes Recognising Apostrophes	Apostrophes Using Apostrophes for plural possession	Apostrophes Using Apostrophes for possession or contraction	Speech Recognising speech	Speech Punctuating direct speech	Speech Direct or indirect speech?	
	Spelling Shed	Step 13 – Words ending in '-sion'	Step 14 – Words ending in '-ous'	Step 15 – words ending in '-ous' incl those where 'ge' from the base word remains.	Step 16 – Words where a suffix is added to words ending in 'y'	Step 17 – words ending in '-ious' and 'eous'.	Step 18– Challenge words	
	Handwriting	Weekly spellings handwriting activity & Module 5 Dictation 2	Weekly spellings handwriting activity & Module 5 Dictation 3	Weekly spellings handwriting activity & Module 5 Dictation 4	Weekly spellings handwriting activity & Module 5 6 times table	Weekly spellings handwriting activity & Module 5 7 times table	Weekly spellings handwriting activity & Module 5 8 times table	
	Oracy: Cognitive	To be able to give supporting evidence.	To ask probing questions	To reflect on their own oracy skills and identify areas of strength and improvement				

SPRING 2	Week 1	Week 2	Week 3	Week 4	Week 5		
Y4 **Stimulus**	Charlie and the Chocolate Factory						
Reading skill	Reading fluency	Reading recharged Vocabulary	Reading fluency	Reading recharged Prediction	Reading fluency		
Purpose/Text type outcome	Fantasy narrative Explanation text						
DUO	**Charlie and the Chocolate Factory** Write a character description Investigate synonyms	**Charlie and the Chocolate Factory** Invent words which convey their own meaning. Consider Roald Dahl's use of narrative voice	**Charlie and the Chocolate Factory** Write a story opening in the style of Roald Dahl. To complete a story in the style of Roald Dahl. **WRITING ASSESSMENT**	**Charlie and the Chocolate Factory** Edit a narrative considering key features Identify key features of explanation texts	**Charlie and the Chocolate Factory** Plan an explanation text Write an explanation text. Edit and publish an explanation text		
Grammar	Noun phrases			Suffixes			
	Noun phrases Identifying noun phrases and modifying adjectives and nouns	Noun phrases Determiners before modifiers	Noun phrases Prepositional phrases and using expanded noun phrases	Suffixes Word families	Suffixes Using suffixes		
Spelling Shed	Step 19 – words where 'au' makes an /or/ sound	Step 20 – Words ending in '-tion'	Step 21 – Words ending in '-sion'	Step 22 – Words ending in '-cian'	Step 23 – Words that are adverbs of manner		
Handwriting	Weekly spellings handwriting activity & Module 5 Dictation 5	Weekly spellings handwriting activity & Module 5 Dictation 6'	Weekly spellings handwriting activity & Module 5 Dictation 9	Weekly spellings handwriting activity & Module 5 Dictation 11	Weekly spellings handwriting activity & Module 5 12 x table		
Oracy: Social and Emotional	To use more natural and subtle prompts for turn taking.	To be able to empathise with an audience.	To consider the impact of their words on others when giving feedback.				