

SUM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
<b>Y4</b>	<b>Stimulus</b>	<b>Boy Overboard</b>						
	<b>Reading skill</b>	Retrieval	Prediction	Reading fluency assessment	Summarise	Prediction	Retrieval	Inference
	<b>Purpose/Text type outcome</b>	<b>Diary Recount Letter Narrative</b>						
	<b>DUO</b>	Wednesday 23 <sup>rd</sup> April – Suffixes: Word Families Thursday 24 <sup>th</sup> April – Read Chapters 1-3 Friday 25 <sup>th</sup> April – Intro: expanded noun phrases, adjectives, similes/metaphors Write setting description	Monday 28 <sup>th</sup> April – GPS Warm up/Chapter4-7 Tuesday 29 <sup>th</sup> April – GPS Warm up/Chapter 8-11 VIPERS Wednesday 30 <sup>th</sup> April– Suffixes: Word ending in 'sure', 'ture' and 'cher' Thursday 1 <sup>st</sup> May : GPS Warm up features diary/Identifying features from a model text/planning Friday 2 <sup>nd</sup> May – GPS Warm up features diary/ Planning a diary entry	Tuesday 6 <sup>th</sup> May – Writing diary entry Wednesday 7 <sup>th</sup> – Suffixes: adding 'ation' etc Thursday 8 <sup>th</sup> May – Editing diary entry Starter Edit together, 10 mins Editing (peer) 25 - Chapter 12 Friday 9 <sup>th</sup> May – Teacher led Chapter 12-17	Monday 12 <sup>th</sup> May Writing a passage of dialogue to advance the action and add clues to character – Warm up of dialogue rules - starter of examples paragraphs direct speech advancing action and clues to character Orally rehearse with partner Write in book Tuesday 13 <sup>th</sup> May - Edit the dialogue – edit punctuation/respond to next steps Read Chapters 18-20 Wednesday 14 <sup>th</sup> May – Suffixes: Using suffixes Thursday 15 <sup>th</sup> May Grammar starter/Read chapter 21-24 AFTERNOON – 24-27 End of the day 27-30 Friday 16 <sup>th</sup> May – Grammar start/Chapter 30-25 Afternoon/End of day – 36-42	Monday 19 <sup>th</sup> May – Share task with children. Tuesday 20 <sup>th</sup> May - Wednesday 21 <sup>st</sup> May – Standard English: 'Were' or 'Was' and 'Did' or 'Done' Thursday 22 <sup>nd</sup> May - Friday 23 <sup>rd</sup> May -		
	<b>Grammar</b>	Ready to Write						
		<u>Ready to Write</u> Using determiners	<u>Ready to Write</u> Clauses	<u>Ready to Write</u> Expanding sentences using Conjunctions, Adverbs and Prepositions.	<u>Ready to Write</u> Direct Speech	<u>Ready to Write</u> Past tense and Present tense	<u>Ready to Write</u> Present Perfect or Simple Past?	<u>Ready to Write</u> Using Paragraphs
	<b>Spelling Shed</b>	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
	<b>Handwriting</b>	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
<b>Oracy: Outcomes</b>	To use talk for a specific purpose: to persuade or entertain.	To speak in front of a larger group of adults.	To collaboratively solve a problem.					

SUM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
<b>Y4</b>	<b>Stimulus</b>	<b>Boy Overboard &amp; Rocketeer</b>						
	<b>Reading skill</b>	Prediction	Prediction	Inference	Summarise	Prediction	Retrieval	Inference
	<b>Purpose/Text type outcome</b>	<b>Setting description 1<sup>st</sup> Person Narrative Newspaper Report</b>						
	<b>DUO</b>	– Standard English: 'I' or 'me' Plan a narrative based on a familiar text Write a narrative based on a familiar text Write a narrative based on a familiar text	Standard English: 'Have' not 'of' and 'These Those' not 'Them' Edit and redraft a narrative based on a familiar text Publish a narrative based on a familiar text	Paragraphs: Using fronted adverbials in paragraphs Identifying key features of a newspaper Planning a newspaper	Paragraphs: Using pronouns and conjunctions in paragraphs Writing a newspaper Writing a newspaper	Paragraphs: Using speech in paragraphs Editing a newspaper Publishing a newspaper	Paragraphs: More than one paragraph	
	<b>Grammar</b>	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
	<b>Spelling Shed</b>	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
	<b>Handwriting</b>	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	
<b>Oracy: Outcomes</b>	To speak to an unknown adult for a specific purpose e.g. market research	Perform poetry by heart						