

**SSPP Year 4 Overview**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Topic** | | | | | | | | |
| **Autumn**  **The Roman Empire** | | | | **Spring**  **Falling Rainforests** | | | **Summer**  **Rolling Rivers** | |
| Narrative  Emotive First-Person Narrative | Non-fiction  Non-Chronological report  Information text | | Winter  Poetry | | Narrative  Setting Description  Innovated Narrative  Emotive recount | Non-fiction  Persuasive Speech | Narrative  Suspense Writing | Non-fiction  Informal Letter  Newspaper report  Explanation Text |
| **Suggested Texts For Writing and Reading skills**  These are **limited** recommendations. Any high-quality text, that fits with the aims of the unit, can be planned from.  Autumn Term: | | | | | | | | |
| A picture containing text, decorated  Description automatically generated    Great Kapok Tree by Lynne Cherry 9780152005207 | Brand New | Free UK Shipping - Picture 1 of 1Text  Description automatically generated with medium confidence  Spring Term:  Summer Term: | | | | | | | | |
| **Skills and Knowledge Reading** | | | | | | | | |
| Decoding | | * apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | | | | | | |
| Range of  Reading | | * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes | | | | | | |
| Familiarity with  texts | | * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identifying themes and conventions in a wide range of books | | | | | | |
| Poetry &  Performance | | * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * recognising some different forms of poetry | | | | | | |
| Word meanings | | * using dictionaries to check the meaning of words that they have read | | | | | | |
| Understanding | | * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * identifying main ideas drawn from more than one paragraph and summarising these | | | | | | |
| Inference | | * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | | | | | | |
| Prediction | | * predicting what might happen from details stated and implied | | | | | | |
| Authorial  Intent | | * discussing words and phrases that capture the reader’s interest and imagination * identifying how language, structure, and presentation contribute to meaning | | | | | | |
| Non-fiction | | * retrieve and record information from non-fiction | | | | | | |
| Discussing  reading | | * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | | | | | | |

|  |  |
| --- | --- |
| **Skills and Knowledge Writing** | |
| **Phonic & Whole word spelling** | * spell further homophones * spell words that are often misspelt (Appendix 1) * use further prefixes and suffixes and understand how to add them * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals * use the first 2 or 3 letters of a word to check its spelling in a dictionary |
| **Transcription** | * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far |
| **Handwriting** | * use further prefixes and suffixes and understand how to add them * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals * use the first 2 or 3 letters of a word to check its spelling in a dictionary |
| **Contexts for Writing** | * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar |
| **Planning Writing** | * discussing and recording ideas * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures |
| **Drafting Writing** | * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices |
| **Editing Writing** | * assessing the effectiveness of their own and others’ writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in * Sentences * proofread for spelling and punctuation errors |
| **Performing Writing** | * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear |
| **Vocabulary** | * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| **Grammar & Terminology** | * using fronted adverbials * difference between plural and possessive -s * Standard English verb inflections (I did vs I done) * extended noun phrases, including with prepositions * appropriate choice of pronoun or noun to create cohesion   determiner, pronoun, possessive pronoun, adverbial |
| **Punctuation** | * • using commas after fronted adverbials * indicating possession by using the possessive apostrophe with singular and plural nouns * using and punctuating direct speech (including punctuation within and surrounding inverted commas) |

**Spoken language**

Pupils should be taught to:

* listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* use relevant strategies to build their vocabulary
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* speak audibly and fluently with an increasing command of Standard English
* participate in discussions, presentations, performances, role play/improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication