

Year 4 Literature Spine

Autumn Term

Comprehension:

-Discuss and compare texts from a wide variety of genres and writers.

-Read for a range of purposes.

To identify themes and conventions in a wide range of books.

-Refer to authorial style, overall themes (e.g. triumph of good over evil) and

features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).

-Identify how language, structure and presentation contribute to meaning.

-Identify main ideas drawn from more than one paragraph and summarise these.

-Discuss vocabulary used to capture readers' interest and imagination.

-Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.

-Justify predictions from details stated and implied.

Text	Rationale	Grammar Focus	Writing Outcomes	Wider reading
1-4 The True Story of the Three Little Pigs- Jon Scieszka (2)	Traditional tale with a twist	-Apostrophes used for possession can be used for singular (the boy's ball- the ball belonging to the boy) and plural (the boys' ball- the ball belonging to the boys). -The possessive apostrophe comes after the 'owner' and an 's' is used after the apostrophe unless the 'owner' ends in a 's' --s can be used to make a word plural e.g. boy-boys and to show possession e.g. boy's	Comparison between traditional story and wolf's story (2 weeks)	Into the Forest- Anthony Browne (traditional tale, former children's laureate, award winning author)
				Varjak Paw- S.F. Said (adventure story, engaging text, award winning author, animals as main characters)

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		<p>-Pronouns are words used to take the place of a noun e.g. James/him</p> <p>-Possessive pronouns are used to show who something belongs to e.g. instead of Sarah's ball/ her ball</p>	Retell 'Little Red Riding Hood' from the wolf's POV (2 weeks)	
5-7 The Spider and the Fly-Mary Howitt (multiple)	Classic, poetry	<p>-An adverbial is a word or phrase that has been used like an adverb to add detail or further information to a verb.</p> <p>-Adverbials are used to explain how, where or when something happened; they are like adverbs made up of more than one word.</p>	<p>Retell the story from the Spider's POV (2 weeks)</p> <p>Police report on missing fly (1 week)</p>	
Half Term				
1&2 Greta's Story-Valentine Camerini (1)	Eco week, biography, young strong female character, non-fiction	<p>-A fronted adverbial is an adverbial which has been moved to be in front of the verb in a sentence</p> <p>-A fronted adverbial should be followed by a comma</p>	Letter to MP about climate change (2 weeks)	Varjak Paw S.F. Said
3&4 Flotsam- David Weisner	Wordless text	Y4-Recap: paragraphing, Inverted commas to punctuate direct speech	Story mapping to retell in narrative including dialogue (2 weeks)	
5&6 A Christmas Carol (2)	Traditional, classic, cultural capital, Christmas		Character description of Scrooge before the visits (1 week)	

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			Character description of Scrooge after the visits- how and why has he changed? (1 week)
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Spring Term

Comprehension:

- Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).
- Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
- Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.
- Use dictionaries to check the meaning of words that they have read.
- Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.
- Justify predictions from details stated and implied.

Text	Rationale	Grammar Focus	Writing Outcomes	Wider reading
1-3 The House Held up by Trees- Ted Kooser	Narrative, evocative language, changes over time	Recap: Fronted adverbial with comma, -Nouns and pronouns can be used to create cohesion without repetition	Comparative description of house at the start and end of its life (2 weeks)	How to Write Really Badly-Anne Fine (funny story, school setting, former children's laureate, award winning author)
		-Noun phrases can be expanded by the addition of modifying adjectives, nouns and prepositional phrases	Estate agent description for the house for sale (1 week)	

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		<p>Know that:</p> <ul style="list-style-type: none"> -In Standard English verb inflections are: I was (singular) we were (plural), I did (simple past tense), I have done (present perfect tense) -Preposition phrases tell us where or when things are e.g. under the blanket, at 12 O'Clock -Nouns and pronouns can be used to create cohesion without repetition 	<p>Diary entry of the person in the house and why they left</p>	
Assessment Week				
7.	Grammar focus			
Half Term				
1&2 Fox-Margaret Wild and Ron Brooks (2)	<p>Story with a moral. Themes of love and belonging, temptation, risk and betrayal. Detailed characters for analysis</p>	<p>Recap and apply: Fronted adverbial with comma, noun/pronoun cohesion, singular and plural apostrophes, difference between plural and possessive -s</p>	<p>Persuasive letter to Magpie not to leave Dog</p>	<p>The Pebble in my Pocket- Meredith Hooper (Science link)</p>
3&4		<p>-A reporting clause is used in speech to show who is speaking/ how they are speaking e.g.</p>	<p>Imagined conversation between Magpie and Fox about why</p>	

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		<p>said Jane, shouted Paul, replied Mum</p> <p>-In speech punctuation a comma should be used after the reporting clause</p> <p>-A full stop is used at the end of the part being spoken</p> <p>-If the direct speech is broken up by information about who is speaking, a comma, question mark or exclamation mark is used to end the first piece of speech and a full stop or another comma before the second piece (before the speech marks), for example: "It's lovely," she sighed, "but I can't afford it right now." / "I agree!" said Kate. "Let's go!"</p>	<p>Magpie chose to leave</p>	
5 & 6		<p>Recap and apply: Fronted adverbial with comma, noun/pronoun cohesion, singular and plural apostrophes, difference between plural and possessive -s</p>	<p>Character comparison</p>	

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Summer Term				
Comprehension: Revisit and apply knowledge taught in Autumn and Spring				
Text	Rationale	Grammar Focus	Writing Outcomes	Wider reading
1-5 The Wonder Garden-Jenny Broom	Non-fiction High level vocabulary Research opportunities	Recap and apply: Fronted adverbial with comma, verb inflections, paragraphing, noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Report on the Great Barrier Reef using a different description from the text as a structure/ model	The Boy at the Back of the Class-Onjali Q Rauf (diversity, refugee, young diverse author)
		Subheadings Organisation into paragraphs	Review of the book- personal opinions and comparison to other non-fiction texts	
Half Term				
1 & 2 Greek Myths for Young Children	Myths- link to history	Recap and apply pronouns and possessive pronouns, determiners	Comparison and identifying themes	
3 The Journey- Francesca Sanna	Diversity, refugee week (20th June)	Recap and apply: Speech Punctuation: comma after reporting clause and end punctuation,	Retell the story from the mother's point of view	Escape from Pompeii-Christina Balit (historical fiction)
4- 6 Arthur and the Golden Rope-Joe Todd Stanton	Historical fiction, modern retelling of a myth	Recap and apply Y4 grammar knowledge	Writing own narrative of a different Greek Myth	