



Topic	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
Key Texts and Contexts	The Sagas of Erik the Viking by Terry Jones	Performance (Class Assembly/ Christmas performance)  In Flanders Fields by John McCrae  The Viking and Anglo-Saxon Struggle for England by Claire Throp	King of the Cloud Forest by Michael Morpurgo	Rivers and Mountains by Joanna Brundle  Today I met a Whale by Michael Morpurgo	Secrets of a Sun King by Emma Carroll	Daily Life in Ancient Sumer by Nick Hunter  Ancient Egypt, Tales of Gods and Pharaohs by Marcia Williams
Term Focus and Genre	<b>Term 1</b>  Imaginative story: <i>The day I had to interrupt the teacher/ Viking Saga</i> Poetry: <i>Sea Creature</i> Playscripts: Anglo-Saxons  <b>Children can...</b>	<b>Term 2</b>  Poetry: <i>Remembrance</i> Diary entry: <i>Invader</i> Imaginative story: <i>Christmas</i>  <b>Children can...</b>	<b>Term 3</b>  Persuasive leaflet: <i>Windmill Woods</i> Newspaper: <i>Invasion of Japan</i> Persuasive: <i>Do Yetis exist?</i> Diary entry: <i>Stuck in the mountains</i>  <b>Children can...</b>	<b>Term 4</b>  Character description: <i>Yeti</i> Imaginative story: <i>Alice in Wonderland</i> Recount: <i>King of the Cloud Forests</i> Biography: <i>Edmund Hillary</i>  <b>Children can...</b>	<b>Term 5</b>  Newspaper report: <i>Finding the feet</i> Informal letter: <i>From Professor Selim</i> Argument: <i>Should the backpack be returned?</i>  <b>Children can...</b>	<b>Term 6</b>  Instructions: <i>Mummification</i> Poetry: <i>Sumerian temple hymns</i> Story from another culture: <i>Ancient civilisations</i>  <b>Children can...</b>
Handwriting	<ul style="list-style-type: none"> <li>Check and correct any errors in letter formation</li> <li>Ensure even sized lower-case letters</li> </ul>		<ul style="list-style-type: none"> <li>Check that lines are spaced sufficiently so that descenders and ascenders do not touch</li> <li>Consider introducing ink pen – optional</li> </ul>		<ul style="list-style-type: none"> <li>Build stamina and fluency to handwrite longer pieces</li> </ul>	
Phonics into Spelling	<ul style="list-style-type: none"> <li>the /s/ sound spelt c before e, i and y the /r/ sound spelt wr at the beginning of words</li> <li>the /l/ or /əl/ sound spelt -le at the end of words; the /l/ or /əl/ sound spelt -el at the end of words; the /l/ or /əl/ sound spelt -al at the end of</li> </ul>	<ul style="list-style-type: none"> <li>vowel digraphs and trigraphs</li> <li>adding suffixes beginning with vowel letters to words of more than one syllable: <ul style="list-style-type: none"> <li>-ing, -er, -en, -ed</li> <li>the /ow/ sound spelt ou</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>words with endings sounding like /sure/ or /ture/ (spelt -sure and -ture)</li> <li>the g sound spelt gu-</li> <li>homophones and other words that are often confused</li> </ul>	<ul style="list-style-type: none"> <li>the /v/ sound spelt a after w and qu; the /z:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w</li> <li>words ending in -tion</li> <li>prefixes: the prefixes anti- and inter- <ul style="list-style-type: none"> <li>The suffix -ation</li> </ul> </li> <li>endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</li> </ul>	<ul style="list-style-type: none"> <li>adding suffixes beginning with vowel letters to words of more than one syllable: <ul style="list-style-type: none"> <li>-ing, -er, -en, -ed</li> <li>endings which sound like /sion/ spelt 'sion'</li> <li>words with the /k/ sound spelt ch</li> <li>words with the /s/ sound spelt sc</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The suffix -ly:</li> <li>the suffix -ous</li> <li>common exception words</li> </ul>



	<ul style="list-style-type: none"> <li>words; words ending in -il</li> <li>• adding -ed, -ing, -er and -est</li> <li>• the /i/ sound spelt y other than at the end of words</li> <li>• words with endings sounding like /sure/ (spelt -sure and -ture)</li> <li>• words ending with -gue and -que</li> <li>• homophones and other words that are often confused</li> <li>• possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>• prefixes: the prefixes in-, il-, im- and ir-</li> <li>• words with the /sh/</li> <li>• sound spelt ch</li> <li>• words with the /ei/ sound spelt ei, eigh, or ey</li> </ul>			<ul style="list-style-type: none"> <li>• homophones and other words that are often confused</li> <li>• possessive apostrophe</li> </ul>	
<p>Grammar/Terminology</p>	<ul style="list-style-type: none"> <li>• common and proper nouns; revise vowels and consonants</li> <li>• Determiners.</li> <li>• Identify and compose a range of sentence types, punctuating appropriately.</li> <li>• Revise the present perfect / past tense.</li> <li>• Collect nouns made from verbs using the suffixes .</li> <li>• Revise use of inverted commas (and commas) to indicate direct speech; identify direct and indirect speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Collective nouns</li> <li>• Pronouns</li> <li>• Expanded noun phrases</li> <li>• Identify and use main clauses and subordinate clauses</li> <li>• Revising past tense verbs</li> <li>• Commas in a list</li> <li>• Using apostrophe for singular and regular plural nouns and irregular plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• ensure correct use of determiners</li> <li>• identify prepositions in sentences</li> <li>• understand different sentence functions</li> <li>• cohesive devices,</li> <li>• identify the tense of a challenging extract</li> <li>• revise use of apostrophe for omission, and ensure pupils know term 'contracted form'</li> <li>• define meaning of a range of homophones; revise and</li> </ul>	<ul style="list-style-type: none"> <li>• vary position of the adverbial in a sentence, ensuring correct use of comma</li> <li>• using past tense verb forms as appropriate; secure spelling of verbs in progressive form.</li> <li>• model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?;</li> <li>• define meaning of a range of homophones; revise and expand understanding of further words with a prefix</li> </ul>	<ul style="list-style-type: none"> <li>• identify word class of words in 'human sentences' using word cards, including prepositions and determiners; identify possessive determiners</li> <li>• independently make suitable choices of sentence type according to chosen genre.</li> <li>• discuss and evaluate chosen conjunctions.</li> <li>• maintain consistency of tense in narrative / report writing, explanation / instructions.</li> <li>• demarcate sentences with increasing security, including apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>• identify word classes in contexts which are challenging</li> <li>• independently make suitable choices of sentence type according to chosen genre.</li> <li>• make successful choices when composing sentences, according to the genre.</li> <li>• increasingly control a variety of verb forms in spoken and written contexts.</li> <li>• model regular use of a comma to separate main clause from subordinate clause.</li> <li>• refine understanding of the meaning of less</li> </ul>



## Sandhurst Primary School Sequential Writing Curriculum: Shakespeare Class Year 4



			<p>expand understanding of further words with a prefix</p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p>for omission and possession.</p> <ul style="list-style-type: none"> <li>• refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing</li> </ul>	<p>familiar words, being more adventurous to use these in own writing</p>
Sentence Building Punctuation	<ul style="list-style-type: none"> <li>• revise use of inverted commas (and commas) to indicate direct speech; clarify the difference when writing a playscript; identify direct and indirect speech when reading texts</li> </ul>	<ul style="list-style-type: none"> <li>• revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. <i>children's</i></li> </ul>	<ul style="list-style-type: none"> <li>• revise use of apostrophe for omission, and ensure pupils know term 'contracted form'; edit deliberate punctuation errors; add punctuation to dictated sentences</li> </ul>	<ul style="list-style-type: none"> <li>• model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?; use punctuation fans during class game, to make best choice</li> </ul>	<ul style="list-style-type: none"> <li>• demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause; read sentence aloud to hear its sense</li> </ul>
Sentence Building Construction	<ul style="list-style-type: none"> <li>• All sentences demarcated</li> <li>• Successfully uses fronted adverbials to open sentences</li> <li>• Uses a range of tenses accurately, maintaining the chosen tense</li> <li>• Uses apostrophe for regular and irregular plurals</li> </ul>		<ul style="list-style-type: none"> <li>• Commas between clauses</li> <li>• Commas after fronted adverbials</li> <li>• Includes dialogue within narratives</li> <li>• Varies position of the main clause within sentences, either before or after the subordinating clause</li> </ul>		<ul style="list-style-type: none"> <li>• Uses a colon to introduce a long list</li> <li>• Writes more complex lists of longer items</li> <li>• Uses inverted commas accurately for dialogue</li> </ul>	
Text Building	<p>With some independence, organise paragraphs around a theme</p> <p>Create settings, characters and plot when writing stories, sometimes innovating with own ideas</p>	<p>Choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition</p>	<p>Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity</p> <p>Know and use some features of the chosen genre</p>	<p>Independently use fronted adverbials to open some sentences</p>	<p>Maintain correct tense to achieve cohesion, sometimes managing change of tense when required</p>	<p>Independently include headings and sub-headings in non-narrative writing</p> <p>Write poems in different forms e.g. haiku / list / free verse / narrative poetry</p>
Authorial Effect	Communicate coherently and effectively with the reader:					
	<p>Read and discuss similar texts to consider the effect on the reader</p> <p>Experiment with words and their placement, including in poetry, discussing the effect of making changes</p>	<p>Use vocabulary to create mood and atmosphere e.g. of settings or feelings</p>	<p>Know the purpose of the writing and who the audience will be</p>	<p>Orally rehearse dialogue for effect; what does it tell the reader?</p>	<p>Experience and discuss formality within texts, and how it contrasts with informality</p>	<p>Use new and less familiar vocabulary to add further detail and interest</p>



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	Assess the effectiveness of their own and others' writing, and suggest/make improvements					
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