



**Abbey Mead Primary Academy**  
**Year 4 Book Led Curriculum**

Topic	Main Book	Writing Genres	Grammar Focus
Rivers  Autumn Term 1	Cinnamon (4 weeks)	<b>Main Outcomes:</b> <b>Narrative</b>  Oracy outcome: Drama – Physical- To consider movement when addressing an audience. Describing physical features and personality traits of a character. Social and emotional- To consider the impact of their words on others when giving feedback.	expanded noun phrases.  subordination  fronted adverbials speech
	Iron Man by Ted Hughes (7 weeks)  Potential Books for	<b>Main Outcomes:</b> <b>Diary Entry</b> (Hogarth explaining what he has seen)  <b>Character Description (short write)</b> (7 weeks)	Informal language  Pronouns and alternative nouns for cohesion  Similes  Alliteration  Expanded noun phrases with prepositional phrases.

		<p>Oracy outcome – Drama –Linguistic- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. conscious alley - How are the villagers/Iron Man feeling?</p>	
<p>Anglo-Saxons</p> <p>Autumn Term 2</p>	Beowulf	<p><b>Outcome:</b> <b>Recount: 1<sup>st</sup> person reflection on the battle between Grendal's mother and Beowulf.</b></p> <p>Oracy Focus – Cognitive- To ask probing questions. Interviewing Beowulf</p> <p><b>(4 weeks)</b></p>	<p>Comparatives and superlatives</p> <p>Past progressive</p> <p>Prepositional phrases</p> <p>Figurative language</p>
<p>Spring 1</p> <p>Amazing Art</p>	<p>Harry Potter and the Philosopher's Stone by J.K. Rowling</p>	<p><b>Main Outcomes:</b> <b>Narrative with a dialogue focus.</b></p> <p>Oracy Focus: Social and emotional – To use more natural and subtle prompts for turn taking. To consider the impact of their</p>	<p>Pronouns and alternative nouns for cohesion</p> <p>Expanded noun phrases with prepositional phrases.</p> <p>Subordination</p> <p>Speech</p> <p>3<sup>rd</sup> person</p>

		<p>words on others when giving feedback.</p> <p>Cognitive- to be able to give supporting evidence. debate: should Harry be allowed to attend Hogwarts?</p>	
<p>Spring 2</p> <p>Mountains</p>	<p>The Butterfly Lion (4 weeks)</p> <p>Need longer</p>	<p><b>Main Outcomes:</b></p> <p><b>Main writing outcome:</b></p> <p><b>Narrative</b> (write from a different perspective)</p> <p>Oracy outcome – debate- using animals in the circus. Social and emotional – To use more natural and subtle prompts for turn taking. To consider the impact of their words on others when giving feedback.</p> <p>Cognitive- to be able to give supporting evidence.</p> <p>Short write- Advert</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Speech</p> <p>Comparatives and superlatives</p> <p>Present perfect tense</p> <p>Alliteration</p>

<p>Summer 1 and 2</p> <p>The Vikings</p>	<p>How to train your dragon (9 weeks)</p>	<p><b>Leaflet (Non-chronological report / Information text)</b></p> <p><b>Narrative with a dialogue focus</b></p> <p><b>Oracy- cognitive-</b> To ask probing questions. <b>Linguistic-</b> to carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p>	<p>Present tense</p> <p>Paragraphs in non-fiction writing</p> <p>Headings and subheadings</p> <p>Speech</p> <p>Possessive pronouns</p> <p>Fronted adverbials</p>
<p>Summer 2</p> <p>The Vikings</p>	<p>Poetry (3 weeks)</p>	<p><b>Main Outcome: free verse poetry</b></p> <p><b>Oracy outcome – Physical-</b> to consider how tone, volume and pace influence meaning. <b>Social and emotional-</b> take awareness of an audience. <b>Cognitive-</b> to reflect on their own oracy skills identify areas of strength and areas to improve. <b>Social and emotional-</b> To consider the impact of their words on others when giving feedback.</p>	<p>Similes</p> <p>Adjectives/expanded noun phrases</p> <p>Exaggerated language</p>

		Performance of own poem	
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Term	Alternative text	Main Outcome	Grammar Focus
Autumn (Cinnamon)	Augustus and His Smile" by Catherine Rayner	character description	capital letters and full stops  use of co-ordinating conjunctions  adjectives
Autumn (Iron Man)	Beegu	diary entry,	tenses  adjectives  capital letters and full stops
Autumn (Beowulf)	The Knight and the Dragon	recount,	tenses  commas in a list with expanded noun phrases
Spring 1 (Harry Potter and the Philosopher's Stone by J.K. Rowling)	The Worst Witch –	character description, narrative	co-ordinating conjunctions  expanded noun phrases

Spring 2 (The Butterfly Lion)	Dear Zoo –	letter writing, retell	subordinating conjunctions (simple)  progressive past tense
Summer 1 (How to Train your Dragon)	The Paper Bag Princess –	short story, what to do if you meet a dragon	expanded noun phrases  adjectives  tenses

	<b>National Curriculum Statutory Requirements YEAR 3/4 Word Reading</b>
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<b>RW1</b>	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
<b>RW2</b>	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

	<b>National Curriculum Statutory Requirements YEAR 3/4 Reading Comprehension</b>
	Develop pleasure in reading, motivation to read, vocabulary and understanding by
<b>RC1</b>	Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks
<b>RC2</b>	Reading books that are structured in different ways and reading for a range of purpose
<b>RC3</b>	Using dictionaries to check the meaning of words that they have read
<b>RC4</b>	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally
<b>RC5</b>	Identifying themes and conventions in a wide range of books
<b>RC6</b>	Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
<b>RC7</b>	Discussing words and phrases that capture the reader's interest and imagination
<b>RC8</b>	Recognising some different forms of poetry
	Understand what they read, in books they can read independently by:
<b>RC9</b>	Checking that the text makes sense to them, discussing their understanding and explain the meaning of words in context
<b>RC10</b>	Asking questions to improve their understanding of a text
<b>RC11</b>	Drawing inference such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
<b>RC12</b>	Predicting what might happen from details stated and implied
<b>RC13</b>	Identifying main ideas drawn from more than one paragraph and summarising these
<b>RC14</b>	Identify how language, structure and presentation contribute to meaning
<b>RC15</b>	Retrieve and record information from non-fiction
<b>RC16</b>	Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

	<b>National Curriculum Statutory Requirements YEAR 3/4 Writing Composition</b>
	Pupils should be taught to plan their writing by:
<b>WC1</b>	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
<b>WC2</b>	Discussing and recording ideas
	Draft and write by:
<b>WC3</b>	Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
<b>WC4</b>	Organising paragraphs around a theme
<b>WC5</b>	In narratives, creating settings, characters and plot
<b>WC6</b>	In non-narrative material, using simple organisational devices (e.g. headings and sub-headings)
	Evaluate and edit by:
<b>WC7</b>	Assessing the effectiveness of their own and other's writing and suggesting improvements
<b>WC8</b>	Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentence
<b>WC9</b>	Proof-reading to check for spelling and punctuation errors
<b>WC10</b>	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

	<b>National Curriculum Statutory Requirements</b>
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	<b>YEAR 3/4</b> <b>Speaking and listening</b>
<b>SL1</b>	Listen and respond appropriately to adults and their peers
<b>SL2</b>	Ask relevant questions to extend their understanding and knowledge
<b>SL3</b>	Use relevant strategies to build their vocabulary
<b>SL4</b>	Articulate and justify answers, arguments and opinions
<b>SL5</b>	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<b>SL6</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>SL7</b>	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>SL8</b>	Speak audibly and fluently with an increasing command of standard English
<b>SL9</b>	Participate in discussions, presentations, performances, role play, improvisations and debates
<b>SL10</b>	Gain, maintain and monitor the interest of the listener
<b>SL11</b>	Consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>SL12</b>	Select and use appropriate registers for effective communication

	<b>YEAR 3/4</b> <b>Grammar, Vocabulary and Punctuation</b>
<b>Word</b>	<ul style="list-style-type: none"> <li>The grammatical difference between plural and possessive -s</li> <li>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was or I did instead of I done)</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)</li> <li>Fronted adverbials</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech</li> <li>Apostrophes to mark plural possession</li> <li>Use of commas after fronted adverbials</li> </ul>
<b>Terminology for pupils</b>	Determiner, pronoun, possessive pronoun, adverbial

### Year 4 Spellings



## Autumn 1

Week 1 Words with /aw/ spelt with augh and au	Week 2 Adding the prefix in- (meaning 'not' or 'into')	Week 3 Adding the prefix im- (before a root word starting with 'm' or 'p')	Week 4 Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Week 5 Homophones & near homophones	Week 6 Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')
caught	inactive	immature	illegal	medal	division
naughty	incorrect	immeasurable	illegible	meddle	invasion
taught	inaccurate	impossible	illogical	missed	confusion
daughter	insecure	immortal	illiterate	mist	decision
autumn	indefinite	imperfect	illicit	scene	collision
clause	incomplete	impatient	irregular	seen	television
cause	infinite	immovable	irrelevant	board	revision
astronaut	inedible	impolite	irresponsible	bored	erosion
applaud	inability	important*	irrational	which	inclusion
author	indecisive	improper	irresistible	witch	explosion

## Autumn 2

Week 1 Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Week 2 Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Week 3 Words with a / shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Week 4 Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Week 5 Words with 'ough' to make a long /o/ /oo/ or /or/ sound	Week 6 Statutory Spellings Challenge Words
expansion	expression	invention	musician	though	interest
extension	discussion	injection	politician	although	experiment
comprehension	confession	action	electrician	dough	potatoes
tension	permission	question	magician	through	favourite
corrosion	admission	mention	mathematician	breakthrough	imagine
supervision	transmission	attraction	dietician	thought	material
fusion	possession	translation	statistician	bought	promise
conclusion	profession	devotion	technician	brought	opposite
persuasion	depression	position	clinician	fought	minute
suspension	impression	solution	beautician	ought	increase

## Spring 1

Week 1 Homophones & Near Homophones	Week 2 Homophones & Near Homophones	Week 3 Nouns ending in the suffix -ation	Week 4 Nouns ending in the suffix -ation	Week 5 Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Week 6 Plural Possessive Apostrophes with plural words
accept	cereal	information	creation	submerge	girls'
except	serial	adoration	radiation	subheading	boys'
affect	check	sensation	indication	submarine	babies'
effect	cheque	preparation	ventilation	subordinate	parents'
aloud	through	education	relegation	subway	teachers'
allowed	threw	location	dedication	superman	women's
weather	draft	exaggeration	demonstration	supervise	men's
whether	draught	concentration	abbreviation	supersede	children's
whose	stares	imagination	translation	superpower	people's
who's	stairs	organisation	vibration	superhuman	mice's

## Spring 2

Week 1 Words with the /s/ sound spelt with 'sc'	Week 2 Words with a 'soft c' spelt with 'ce'	Week 3 Words with a 'soft c' spelt with 'ci'	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Statutory Spellings Challenge Words
science	centre	circle	phone	solve	length
crescent	century	decide	phonics	solution	strength
discipline	certain	medicine	microphone	insoluble	purpose
fascinate	recent	exercise	telephone	dissolve	history
scent	experience	special	homophone	solvent	different
scissors	sentence	cinema	real	sign	difficult
ascent	notice	decimal	reality	signature	separate
descent	celebrate	accident	realistic	assign	suppose
scientist	ceremony	city	unreal	design	therefore
scenery	certificate	citizen	realisation	signal	knowledge

## Summer 1

Week 1 Adding the prefix inter- (meaning 'between' or 'among')	Week 2 Adding the prefix anti- (meaning 'against')	Week 3 Adding the prefix auto- (meaning 'self' or 'own')	Week 4 Adding the prefix ex- (meaning 'out' )	Week 5 Adding the prefix non- (meaning 'not' )	Week 6 Words ending in -ar/ -er
interact	antiseptic	autograph	exit	non-stick	calendar
interfere	anticlockwise	autobiography	extend	non-stop	grammar
intercity	antisocial	automatic	explode	non-starter	regular
international	antidote	autofocus	excursion	non-smoker	particular
intermediate	antibiotic	autocorrect	exchange	nonsense	peculiar
internet	antivenom	autopilot	export	non-fiction	popular
intergalactic	anti-ageing	autorotate	exclaim	non-drip	consider
interrupt	antifreeze	automobile	expel	non-violent	remember
intervene	antiperspirant	autonomy	external	non-profit	quarter
interlude	antigravity	autocue	exterior	non-believer	integer

## Summer 2

Week 1 Adding the suffix -ous (No change to root word)	Week 2 Adding the suffix -ous (No definitive root word)	Week 3 Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Week 4 Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')	Week 5 Adverbials of frequency and possibility	Week 6 Adverbials of manner
dangerous	tremendous	various	famous	regularly	awkwardly
poisonous	enormous	furious	nervous	occasionally	frantically
mountainous	jealous	glorious	ridiculous	frequently	curiously
joyous	serious	victorious	carnivorous	usually	obediently
synonymous	hideous	mysterious	herbivorous	rarely	carefully
hazardous	fabulous	humorous	porous	perhaps	rapidly
riotous	curious	glamorous	adventurous	maybe	unexpectedly
perilous	anxious	vigorous	courageous	certainly	deliberately
momentous	obvious	odorous	outrageous	possibly	hurriedly
scandalous	gorgeous	rigorous	advantageous	probably	reluctantly