

Year 4 English Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	History focus: What happened when the Romans came?	Geography focus: How does water go round and round?	Chocolate	The Victorians Is it better to be a child now or in the past?	Do you like to be beside the seaside?	South Africa and Apartheid
Core Book	Text – Stig of the dump Newspapers/magazine articles	Text – Stig of the dump	Charlie and the chocolate factory	'Street child'	Why the whales came?	Journey to Johannesburg
Text Type/ Genre	NON – FICTION Non chronological reports – 2 weeks Recount – Journalistic reports – 2 weeks Roman Myths – 2 weeks	NON – FICTION Writing Explanations – 3 weeks FICTION Mystery/Suspense stories – 3 weeks	FICTION Play scripts – 2 weeks (narrative) NON – FICTION Letter of complaint – 2 week POETRY Kenning Poems – 2 week	FICTION Stories with Historical Settings – 3 weeks NON – FICTION Persuasive writing – 3 Letters	FICTION Stories from other cultures – 3 weeks NON – FICTION Instruction texts – 2 weeks POETRY (tetractys) – 1 week	FICTION Stories from another culture – 2 weeks NON – FICTION Argumentative/discussion texts writing – 2 weeks
Grammar, Punctuation and Spelling Must link to text type	SPELLING: Use further prefixes Spell: <ul style="list-style-type: none"> 'ough' words 'words ending in zhure spelt 'sure' short 'u' sound spelt 'ou' GRAMMAR and PUNCTUATION: subject and object of the sentence improving simple sentences AA Fronted adverbials Expanded noun phrases Determiners Compound sentences Complex sentences Inverted commas Proper nouns Noun plurals determiners Direct Speech Using Speech Punctuation Powerful verbs	SPELLING: Adding the prefix auto Adding the suffix -ly Adding the prefix inter- Homophones GRAMMAR and PUNCTUATION: Active and Passive voice prepositions prepositional phrases adverbials - fronted Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Apostrophe for possession 'Ing' verbs Using fronted adverbials. using commas after fronted adverbials Combining complex and compound clauses	SPELLING: Words with 'ay' sounds spelt eigh, ei, ey Words ending in -ous Words with the s sound spelt sc GRAMMAR and PUNCTUATION: Using and punctuating direct speech. Expanded noun phrases understanding Standard English forms for verb inflections instead of local spoken forms noun plurals apostrophe for contractions adjectives ending with 'ed' Informal/formal language Passive and active Rhetorical questions Layout devices Adjectival phrases Expanded noun phrases	SPELLING: Possessive apostrophe with plural words Words ending in zhun spelt -sion Adding il- and revising un-, in-, mis-, dis- GRAMMAR and PUNCTUATION: modal verbs change verbs in sentences for greater effect progressive/continuous verbs past perfect continuous tense comparative and superlative adjectives Indicate grammatical and other features by using a colon to introduce a list and other punctuation. Indicate grammatical and other features by punctuating bullet points consistently. Brackets and dashes	SPELLING: The c sound spelt -que and the g sound spelt -gue Homophones Adding ir- to words beginning with r GRAMMAR and PUNCTUATION: Using expanded noun phrases to convey complicated information concisely. Figurative Language i.e. Similes (starting sentences with similes); metaphors, onomatopoeia, personification etc. Varied sentence structures	SPELLING: Adding the suffix -ion 1 Adding the suffix -ion 2 revision GRAMMAR and PUNCTUATION: Use of the present perfect forms of verbs instead of the simple past Progressives (past, present or future tenses modal verbs change verbs in sentences for greater effect progressive/continuous verbs past perfect continuous tense comparative and superlative adjectives wide range of punctuation passive and active voice

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	edit by proposing changes to spelling, vocabulary, grammar and punctuation to enhance effects and clarify meaning	Relative clauses to create complex sentences	Semi-colons and colons			
Writing Opportunities	<p>Non Fiction Write Non Chronological and Newspaper reports based on their researches or fact finding topical themes</p> <p>Using simple organisational devices [for example, headings and sub-headings]. Draft and write by organising paragraphs around a theme. Identify the audience and purpose to inform writing Proof-read for spelling and punctuation errors. Evaluate and edit by proposing changes to grammar and vocabulary Identify the audience and purpose before writing and adapt accordingly understand how authors use language that will have an impact on the reader build cohesion within and across paragraphs select appropriate grammar and vocabulary to change or enhance meaning give well-structured descriptions and recounts, first through talk</p>	<p>Non Fiction Writing Explanations on topical</p> <p>Fiction Write Suspense/Mystery stories</p> <p>Using simple organisational devices [for example, headings and sub-headings]. Draft and write by organising paragraphs around a theme. Retrieve and record information from non-fiction sources Discussing writing which is similar to that which they are planning to write. Create settings and character Building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by proposing changes to grammar and vocabulary</p>	<p>Non Fiction Write Poems similar to poets presented Write Letters of complaints to address dilemmas in the community or the experiences of a character from a story</p> <p>Fiction Change parts of a story into a Playscript Create a playscript for a particular theme or dilemma</p> <p>creating plot Draft and write by organising paragraphs around a theme. Assessing the effectiveness of their own and others' writing and suggest improvements. using simple organisational devices [for example, headings and sub-headings] or verse, lines Draft and write by organising paragraphs/verse around a theme. Identify the audience and purpose to inform writing Create settings and character Building a varied and rich vocabulary and an increasing range of sentence structures Discussing writing which is similar to that which they are planning to write Evaluate and edit by proposing changes to grammar and vocabulary</p>	<p>Non Fiction Writing Persuasive letters based on dilemmas arising from their story characters or experiences Fiction Write Stories with Historical Settings</p> <p>Identify the audience and purpose before writing and adapt accordingly Use advanced organisational and presentational devices to structure text and to guide the reader i.e. headings etc. understand how authors use language that will have an impact on the reader plan writing by making notes and developing ideas drawing from research identify story parts and use them to create more stories give well-structured explanations expressing points of views and elaborations through talk build cohesion within and across paragraphs Be able to distinguish between fact and opinion Evaluate and edit by proposing changes to grammar and vocabulary</p>	<p>Non Fiction Write Instructions for practical activities i.e. making a sandwich etc. doing a maths problem. Fiction Writing Stories based on those read from other cultures</p> <p>Identify the audience and purpose before writing and adapt accordingly Use advanced organisational and presentational devices to structure text and to guide the reader i.e. headings etc. understand how authors use language that will have an impact on the reader plan writing by making notes and developing ideas drawing from research identify story parts and use them to create more stories build cohesion within and across paragraphs Discussing writing which is similar to that which they are planning to write</p>	<p>Narrative: Write a story based on – character's point of view eg member of crowd/Phillipe</p> <p>Writing Argumentative letters</p> <p>Identify the audience and purpose before writing and adapt accordingly identify and understand the dilemmas understand how authors use language that will have an impact on the reader select appropriate grammar and vocabulary to change or enhance meaning plan writing by making notes and developing ideas Develop setting, atmosphere and character including through dialogue build cohesion within and across paragraphs give well-structured explanations expressing points of views and elaborations through talk edit by looking at the effectiveness of their own and others' writing edit by proposing changes to spelling, vocabulary, grammar Proof-read for spelling and punctuation errors. Evaluate and edit by proposing changes to grammar and vocabulary Proof-read for spelling and punctuation errors.</p>

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<p>Final Pieces</p>	<p>Write non-chronological and Journalistic reports about the Romans Create a Roman Myth Create a Newspaper article of a battle between - Boudicca, the Icen Queen and the Romans</p>	<p>Write a Leaflet explaining the water cycle Black History - Write a non-chronological report on the Black Roman Emperor and his soldiers who visited England Write a suspense story involving an invasion or raid in the Roman times Write a suspense story involving an incident from the core book –‘Stig of the Dump’ Write a dilemma story - include how the problem is resolved</p>	<p>Write a play script showing an alternative version of parts of ‘Charlie and the Chocolate Factory’ Write Kennings poems Write letters of complaints relating to a communal dilemma</p>	<p>Write Persuasive letters to Victorian parents and teachers Create stories based on Historical settings</p>	<p>Instruction texts Stories created based on the author’s style or techniques</p>	<p>A letter home from South Africa in South Africa – referring to a dilemma Stories based on the characters’ dilemma</p>
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