



Year 4 English Curriculum Overview

Autumn 1

| English units of work | | SPaG |
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| Texts: | Genre/Skills: | |
| <p>Romulus and Remus: Twin Boys Who Founded Rome (From The Orchard Books of Roman Myths - Geraldine McCaughrean)</p> <p>Additional texts: Chains of Love (From The Orchard Books of Roman Myths)</p> <p>The Man Who Cut Down Trees (From The Orchard Books of Roman Myths)</p> <p>Outcomes:</p> <p>To retell the story of Romulus and Remus</p> <p>To write own Roman myths</p> | <p>Myths (narrative):</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Include opening, build up, climax, resolution and ending Consistent correct person (first or third) and tense Character description Setting description Myth features: hero/heroine, gods/goddesses, villain(s), Powerful verbs, adjectives and adverbs Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat Sentences including subordinating and co-ordinating conjunctions Fronted adverbials Expanded noun phrases Evaluate, edit and proof-read work | <p>Spelling:</p> <ul style="list-style-type: none"> Prefixes- 're-', 'anti-' and 'auto' Prefixes 'in-' 'il-' 'im-' and 'ir-' Prefixes 'sub-', 'super-', 'inter-' Dictionary skills (use the first 2 or 3 letters of a word to check its spelling in a dictionary) Word check list (Year 3/4 list) <p>Punctuation:</p> <ul style="list-style-type: none"> Revise: capital letters, full stops, commas, question marks and exclamation marks Apostrophes for contraction and possession (including plurals) <p>Grammar:</p> <ul style="list-style-type: none"> Identifying word classes (revision) nouns, verbs, adjectives, adverbs: identify and use Past and present tense Adverbial phrases |



| Autumn 2 | | |
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| English units of work | | SPaG |
| Texts: | Genre/Skills: | |
| <p>Ice Palace- Robert Swindells (Power of Reading)</p> | <p>Newspaper Reports:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Composing and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Headline An introductory paragraph which answers the who, what, where, when Facts about the main event Third person Quotations written in direct speech Adverbials of time Past tense Journalistic language A conclusion paragraph May include pictures with captions <ul style="list-style-type: none"> Evaluate, edit and proof-read work | <p>Spelling</p> <ul style="list-style-type: none"> Suffixes- '-tion, -sion, -ssion, -cian' Words ending with the /g/ sound spelt – gue (e.g. league, tongue) Words ending with the /k/ sound spelt – que (e.g. antique, unique) Word check list (Year 3/4 list) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Punctuation:</p> <ul style="list-style-type: none"> Using inverted commas to punctuate direct speech Commas in lists Commas to separate clauses <p>Grammar</p> <ul style="list-style-type: none"> Direct speech/ reported speech Clauses Co-ordinating and subordinating conjunctions |
| <p>Outcomes:</p> <p>Write newspaper reports</p> | | |



| Spring 1 | | |
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| English units of work | | SPaG |
| Texts: | Genre/Skills: | |
| <p>Varjak Paw - S.F. Said (Power of Reading)</p> | <p>Persuasive Writing:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Include reasons to support the viewpoint Facts and evidence to support reasons Conjunctions to link ideas (e.g. however, therefore, furthermore) Persuasive devices (e.g. obviously, without doubt) Rhetorical questions Emotive language Conclusion to summarise and state opinion Evaluate, edit and proof-read work <p>Diary:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Composing and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures First person- use personal pronouns 'I', 'my', 'we' and 'our' Opening paragraph to introduce diary Discuss where events occurred Write about the most important events in order Describe own feelings or what you were thinking when each event happened Adverbials of time Written mainly in past tense Informal language and phrases Group related information in paragraphs Variety of main clauses and subordinate clauses Evaluate, edit and proof-read work | <p>Spelling</p> <ul style="list-style-type: none"> Homophones and near homophones: affect/effect knot/not mail/male medal/meddle missed/mist peace/piece plain/plane scene/seen groan/grown ball/bawl heel/heal/he'll The 'i' sound spelt 'y' elsewhere than at the end of words (e.g. myth, gym, Egypt) (Year 3 revision) The /ʌ/ sound spelt ou (E.g. young, touch, double) Dictionary skills (use the first 2 or 3 letters of a word to check its spelling in a dictionary) Word check list (Year 3/4 list) <p>Punctuation:</p> <ul style="list-style-type: none"> Commas after introductions Commas to separate clauses Apostrophes for possession and contraction <p>Grammar</p> <ul style="list-style-type: none"> Pronouns |
| <p>Outcomes:</p> <p>Write persuasive arguments</p> <p>Write diary entries</p> | | |



| Spring 2 | | |
|---|---|--|
| English units of work | | SPaG |
| Texts: | Genre/Skills: | |
| <p>The Miraculous Journey of Edward Tulane - Kate DiCamillo (Power of Reading)</p> | <p>Informal letters</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures The sender's address The date An appropriate greeting An introduction Chatty, informal expressions and style Concluding paragraph The sender's name or signature Evaluate, edit and proof-read work <p>Narrative</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Compose and rehearse sentences orally (including dialogue) Include opening, build up, climax, resolution and ending Consistent correct person (first or third) and tense Powerful verbs Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis Power of 3 for description Sentences including subordinating and co-ordinating conjunctions Fronted adverbials and adverbs Include expanded noun phrases for description Inverted commas used correctly for dialogue Evaluate, edit and proof-read work | <p>Spelling:</p> <ul style="list-style-type: none"> Words with the /ai/ sound spelt ei, eigh, or ey Root words ending in -sure and -ture e.g. texture, leisure (Year 3 revision) Root words ending in -tcher and -cher (e.g. teacher, catcher, stretcher, richer) Word check list (Year 3/4 list) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Punctuation:</p> <ul style="list-style-type: none"> Inverted commas/ speech punctuation <p>Grammar</p> <ul style="list-style-type: none"> Possessive pronouns Fronted adverbials |
| <p>Outcomes:</p> <p>Write informal letters</p> <p>Write narratives</p> | | |



| Summer 1 | | |
|---|--|--|
| English units of work | | SPaG |
| Texts: | Genre/Skills | |
| <p>The Pebble in my Pocket- Meredith Hooper (Power of Reading)</p> <p>Fishing- Rachel Rooney http://www.poetryline.org.uk/poems/fishing-856 From The Language of Cat and other poems- Rachel Rooney</p> | <p>Explanation texts:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures • Awareness of audience • Title to explain what the text is about • Opening paragraph introduces the process • Stages of the process written in chronological order • Third person • Organisational devices • Technical vocabulary • Subordinating and co-ordinating conjunctions • Commas to separate clauses • Final paragraph links back to the opening • Evaluate, edit and proof-read work <p>Poetry</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Compose and rehearse sentences orally • Descriptive language • Varied vocabulary choices • Imagery • Personification • Similes • Metaphors • Evaluate, edit and proof-read work • Vary volume, pace and use appropriate expression when performing | <p>Spelling:</p> <ul style="list-style-type: none"> • Words with the /j/ sound spelt ch • (mostly French in origin) e.g. chef, chalet, machine, • Words with the /s/ sound spelt sc (Latin in origin e.g. science, scene, discipline) • Suffixes –ious, -ous, -eous • ‘-ation’ suffix • Word check list (Year 3/4 list) <p>Punctuation:</p> <ul style="list-style-type: none"> • Commas to separate clauses <p>Grammar</p> <ul style="list-style-type: none"> • Standard English • Subordinating and co-ordinating conjunctions • subordinate clauses |
| <p>Outcomes:</p> <p>Write explanation texts</p> <p>Write and perform poetry</p> | | |



| Summer 2 | | |
|--|---|--|
| English units of work | | SPaG |
| Texts: | Genre/Skills | |
| <p>Charlotte's Web- E.B. White (Power of Reading)</p> | <p>Narrative:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Composing and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Awareness of audience • Include opening, build up, climax, resolution and ending • Consistent correct person (first or third) and tense • Powerful verbs • Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis • Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat • Sentences including subordinating and co-ordinating conjunctions • Fronted adverbials and adverbs • Include expanded noun phrases for description • Inverted commas used correctly for dialogue • Evaluate, edit and proof-read work | <p>Spelling:</p> <ul style="list-style-type: none"> • Irregular plurals (e.g. dice/die, louse/lice) • Silent n in words (e.g. autumn, column, condemn) • Words with the /ai/ sound spelt ei, eigh, or ey • Dictionary skills (use the first 2 or 3 letters of a word to check its spelling in a dictionary) • Word check list (Year 3/4 list) • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Punctuation:</p> <ul style="list-style-type: none"> • Inverted commas/ speech punctuation • Apostrophes for possession • Apostrophes for contraction <p>Grammar:</p> <ul style="list-style-type: none"> • Determiners • Present perfect tense • Past and present progressive tense |
| <p>Outcomes:</p> <p>Write narratives</p> | | |