Roehampton Church Forest School Year 4/3 English Curriculum Overview

Year 4 and 3 CYCLE B

Autumn 1

English units of work		SPAG
Texts:	**Genre/Skills:**	
Romulus and Remus: Twin Boys Who Founded Rome (From The Orchard Books of Roman Myths p32) Additional texts: Chains of Love* (From The Orchard Books of Roman Myths p13) The Man Who Cut Down Trees* (From The Orchard Books of Roman Myths p58) *Use these texts (you may choose to use others too) during reading lessons so children are exposed to more Roman myths	**Myths (narrative):** • 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	**Spelling:** • 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) **Punctuation**: • Revise: capital letters, full stops, commas, question marks and exclamation marks • Apostrophes for contraction and possession (including plurals) **Grammar:** • Identifying word classes (revision) nouns, verbs, adjectives, adverbs: identify and use • Past and present tense • Adverbial phrases
Outcomes: **To retell the story of Romulus and Remus** **To write own Roman myths**		

Note: Children need to plan writing before they write- this may be in the form of a story mountain or planning boxes or "boxing up" grid etc

Roehampton Church Forest School Year 4/3 English Curriculum Overview

Autumn 2		
English units of work		SPAG
Texts:	Genre/Skills:	
Ice Palace- Robert Swindells (PoR) **Outcomes:** **To write newspaper reports** 1. A newspaper report about the missing children in the village 2. A newspaper report about Ivan deciding to make the journey to rescue his brother 3. A newspaper report about Ivan successfully returning to the village having rescued his brother and the rest of the village children	**Newspaper Reports:** • 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 • Evaluate, edit and proof-read work	**Spelling** • 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 **Punctuation:** • Using inverted commas to punctuate direct speech • Commas in lists • Commas to separate clauses **Grammar** • Direct speech/ reported speech • Clauses • Co-ordinating and subordinating conjunctions

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Roehampton Church Forest School Year 4/3 English Curriculum Overview

Spring 1		
English units of work		SPAG
Texts:	**Genre/Skills:**	
Varjak Paw- S.F. Said (PoR) **Outcomes:** **To write persuasive arguments** 1. Write an anonymous letter from a friend persuading Varjak and his family to stay in the Contessa's house 2. Write an anonymous letter from a friend persuading Varjak and his family to leave the house and go "Outside" **To write diary entries** 1. A diary entry about the confrontation between Varjak and Julius in Chapter 4 2. Diary entry in role as one of the street cats, describing life on the streets: the daily struggles and pressures, their fears, feelings and hopes for the future.	**Persuasive Writing:** • 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 **Diary:** • 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 e.g 'I', 'my' • 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	**Spelling** • 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) **Punctuation:** • Commas after introductions • Commas to separate clauses • Apostrophes for possession and contraction **Grammar** • Pronouns

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Spring 2		
English units of work		SPAG
Texts:	Genre/Skills:	
The Miraculous Journey of Edward Tulane- Kate DiCamillo (PoR) **Outcomes:** **To write informal letters** 1. Write a letter home to Abilene in role as Susanna 2. In role as Edward, write a letter to Bull and Lucy **To write narratives:** 1. To write their own version of Pellegrina's story of the Princess. 2. Use the first paragraph of Chapter 11 and children to continue the next chapter in Edward's journey	**Informal letters** • 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 **Narrative** • 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	**Spelling:** • 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 **Punctuation:** • Inverted commas/ speech punctuation **Grammar** • Possessive pronouns • Fronted adverbials

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Summer 1		
English units of work		SPAG
Texts:	Genre/Skills	
The Pebble in my Pocket- Meredith Hooper (PoR) **Fishing- Rachel Rooney (http://www.poetryline.org.uk/poems/fishing-856)**	**Explanation texts:** • 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 **Poetry** • 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	**Spelling:** • Words with the /ʃ/ 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) **Punctuation:** • Commas to separate clauses **Grammar** • Standard English • Subordinating and co-ordinating conjunctions • subordinate clauses
Outcomes: **To write explanation texts** 1. What Causes Volcanoes?/ How Do Volcanoes erupt? 2. How Does the Water Cycle Work? (Link to spring 2 geography topic- children will already know this process well) 3. What causes an earthquake? **To write poems using similes and metaphors** (Using Fishing (Rachel Rooney) as a model). See PoR TS session 4 and session 12 **To perform poetry**		

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Summer 2		
English units of work		SPAG
Texts	Genre/Skills	
Charlotte's Web- E.B. White (PoR) **Outcomes:** **LO: To write narratives** 1. Write a narrative about the first time Fern met Wilbur (Chapter 1 and 2) 2. Write a narrative describing Wilbur's escape (Chapter 3) 3. Children to choose one of the characters who live on the farm/in the barn and write a description of a day in their life (Session 9 PoR) 4. Retell Chapter 16 and 17 from Wilbur's point of view 5. Write their own narratives about friendship	**Narrative:** • 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	**Spelling:** • 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 **Punctuation:** • Inverted commas/ speech punctuation • Apostrophes for possession • Apostrophes for contraction **Grammar:** • Determiners • Present perfect tense • Past and present progressive tense

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