



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)	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
Outcomes: To write newspaper reports - A newspaper report about the missing children in the village - A newspaper report about Ivan deciding to make the journey to rescue his brother - A newspaper report about Ivan successfully returning to the village having rescued his brother and the rest of the village children		

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Spring 1		
English units of work		SPAG
Texts:	Genre/Skills:	
Varjak Paw- S.F. Said (PoR) Outcomes: To write persuasive arguments - Write an anonymous letter from a friend persuading Varjak and his family to stay in the Contessa's house - Write an anonymous letter from a friend persuading Varjak and his family to leave the house and go "Outside" To write diary entries - A diary entry about the confrontation between Varjak and Julius in Chapter 4 - 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		
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Texts:	Genre/Skills	
The Pebble in my Pocket- Meredith Hooper (PoR) Fishing- Rachel Rooney http://www.poetryline.org.uk/poems/fishing-856 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	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 /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) Punctuation: • Commas to separate clauses Grammar • Standard English • Subordinating and co-ordinating conjunctions • subordinate clauses

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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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