

Through our English curriculum, the children will be taught to speak and write fluently and will acquire the essential language skills needed to participate fully as a member of society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Inspiring and enabling our school community to live life to the full



Crowthorne Church of England Primary School
YEAR 4

English – Annual Overview of Learning

Characteristics of an effective learner

Creative
Courage
Committed
Collaborative
Curious

Autumn Term			
Unit 1: Narrative 2- Stories in imaginary Worlds			
Key texts: Oliver and the Seawigs by Philip Reeve and Sarah McIntyre Where the Wild Things Are by Maurice Sendak			
Writing Including: Handwriting and Presentation	Reading	VPaG	Speaking and Listening
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Asking questions to improve their understanding of a text.</p>	<p>Using fronted adverbials to describe when, where or how something happened.</p> <p>Using commas after fronted adverbials.</p> <p>Using and punctuating direct speech.</p> <p>Expanded noun phrases to add information and description.</p> <p>Apostrophes to mark plural possession.</p> <p>Past perfect tense.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Paragraphs to help order and structure their writing.</p> <p>Exclamation marks.</p> <p>Main and Subordinate clauses.</p> <p>Similes, Personification and powerful adjectives.</p> <p>Verbs and adverbs.</p>	<p>En4/1a Listen and respond appropriately to adults and their peers.</p> <p>En4/1b Ask relevant questions to extend their understanding and knowledge.</p> <p>En4/1c Use relevant strategies to build their vocabulary.</p> <p>En4/1f Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>En4/1h Speak audibly and fluently with an increasing command of standard English.</p>

<p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proof read for spelling and punctuation errors.</p> <p>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.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Retrieve and record information from non-fiction. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated in the text.</p> <p>Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Appropriate choice of nouns and pronouns. Use of inverted commas to indicate direct speech. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	
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Unit 2: Non-Fiction 3: Explanation texts
Key texts: Cracking contraptions including video clips

<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Retrieve and record information from non-fiction.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion</p>	<p>En4/1j gain, maintain and monitor the interest of the listener(s).</p> <p>En4/1e give well-structured descriptions, explanations and narratives for different purposes,</p>
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<p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Discussing and recording ideas.</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Proof read for spelling and punctuation errors.</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>in context.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the world.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>and to avoid repetition.</p> <p>Using fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Learn the grammar for years 3 and 4 in Appendix 2.</p> <p>Use paragraphs accurately and effectively.</p> <p>Causal connectives.</p> <p>Use and understand time connectives accurately.</p> <p>Apostrophe for possession and contraction.</p> <p>Present tense.</p>	<p>including for expressing feelings.</p> <p>En4/1h Speak audibly and fluently with an increasing command of standard English.</p> <p>En4/1a Listen and respond appropriately to adults and their peers.</p>
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Unit 3: Narrative including playscripts
Key texts: Matilda by Roald Dahl

<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Listening to and discussing a wide</p>	<p>Using and punctuating direct speech.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and</p>	<p>En4/1f Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
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<p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Composition- Composing and rehearsing sentences orally (including dialogue); progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>In narratives, creating settings, character and plot.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>range of fiction and plays.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books.</p> <p>Preparing poems (Limericks) and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>cause.</p> <p>Using fronted adverbials.</p> <p>Using commas after fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p>En4/1l Select and use appropriate registers for effective communication</p> <p>En4/1a Listen and respond appropriately to adults and their peers.</p> <p>En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En4/1h Speak audibly and fluently with an increasing command of standard English.</p> <p>En4/1i Participate in discussions, presentations, performances, role-play/improvisations and debates.</p> <p>En4/1j gain, maintain and monitor the interest of the listener(s).</p> <p>En4/1l Select and use appropriate registers for effective communication.</p>
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Unit 4: Non-Chronological Reports
Key texts: Non-Fiction Reading and writing unit based on Antarctica (1 week)

<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Draft and write by:</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>En4/1a Listen and respond appropriately to adults and their peers.</p> <p>En4/1b Ask relevant questions to extend their understanding and knowledge.</p>
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<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>Organising paragraphs around a theme</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>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.</p>	<p>fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>Understand what they read, in books they can read independently, by:</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p> <p>Using commas after fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Using and punctuating direct speech.</p>	<p>En4/1c Use relevant strategies to build their vocabulary.</p> <p>En4/1i Participate in discussions, presentations, performances, role-play/improvisations and debates.</p> <p>En4/1h Speak audibly and fluently with an increasing command of standard English.</p>
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Spellings Autumn 1 & 2 from No Nonsense spelling scheme

Revisit

Strategies at the point of writing: Have a go

Rare GPCs

Revise:

- The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'
- The /ʃ/ sound spelt 'ch'
- The /ʌ/ sound spelt 'ou' (all from Year 3)

Word endings:

Words ending /ure/ (*treasure, measure*)

Prefixes and Suffixes

- Prefixes 'in-', 'il-', 'im-' and 'ir-'
- Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')

Homophones

E.g. *peace/piece, main/mane, fair/fare*

Apostrophe

Possessive apostrophe with singular proper nouns (*Cyprus's population*)

Proofreading

Teach proofreading strategies

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 10 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Spring Term

Unit 1: Narrative 1: Historical fiction

Key texts: *The Lion and the Unicorn* by Shirley Hughes *Rose Blanche* by Roberto Innocenti *The Little Ships* by Louise Borden and Michael Foreman

Writing Including: Handwriting and Presentation	Reading	VPaG	Speaking and Listening
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<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Writing Composition</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Composition- Composing and rehearsing sentences orally (including dialogue); progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1.</p> <p>Using dictionaries to check the meaning of words that they have read. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Drawing inferences such as referring characters' feelings, thoughts and motives from their actions, and justifying inferences and evidence.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Using fronted adverbials.</p> <p>Using commas after fronted adverbials.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Learning the grammar for years 3 and 4 in Appendix 2.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p>En4/1a Listen and respond appropriately to adults and their peers.</p> <p>En4/1b Ask relevant questions to extend their understanding and knowledge.</p> <p>En4/1c Use relevant strategies to build their vocabulary.</p> <p>En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En4/1i Participate in discussions, presentations, performances, role-play/improvisations and debates.</p> <p>En4/1h Speak audibly and fluently with an increasing command of standard English.</p> <p>En4/1f Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
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<p>vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>			
<p>Unit 2: Non-Fiction 1: Recounts Key texts: Little Mouse’s Big book of Fears by Emily Gravett</p>			
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p> <p>Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue); progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>In non-narrative material, using simple</p>	<p>Retrieve and record information from non-fiction.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Discussing words and phrases that capture the reader’s interest and imagination.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials. Using commas after fronted adverbials.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p>En4/1e Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.</p> <p>En4/1c Use relevant strategies to build their vocabulary.</p> <p>En4/1e Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En4/1h Speak audibly and fluently with an increasing command of Standard English.</p> <p>En4/1j Gain, maintain and monitor the interest of the listener(s).</p>

<p>organisational devices [for example, headings and sub-headings].</p> <p>Organising paragraphs around a theme.</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Proof-read for spelling and punctuation errors.</p>			
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Unit 3: Poetry 2
Key texts: Journey Poems including: On top of mount Everest, Are we there yet, The Journey, My journey through Space, Houston we have a problem, Perfect World

<p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Plan their writing by: Discussing writing similar to that which</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Preparing poems and play-scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Poetic techniques:</p>	<p>En4/1h Speak audibly and fluently with an increasing command of standard English.</p> <p>En4/1i Participate in discussions, presentations, performances, role-play/improvisations and debates.</p> <p>En4/1j Gain, maintain and monitor the interest of the listener(s).</p>
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<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write by: Composing and rehearsing sentences orally.</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>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.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Recognising some different forms of poetry.</p> <p>Identify how language, structure and meaning contribute to meaning.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<ul style="list-style-type: none"> -onomatopoeia -Rhyming couplets -Rhythm -Alliteration - Colloquial language -Similes -Rhetorical questions -Metaphors -Personification 	<p>En4/1a Listen and respond appropriately to adults and their peers.</p>
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Unit 4: Fiction- Stories from other cultures

Key texts: A range of Aboriginal stories from the 'Dreamtime' – Mufaro's Beautiful Daughters by John Steptoe

<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the world.</p>	<p>Choosing nouns and pronouns appropriately for clarity and cohesion to avoid repetition.</p>	<p>En4/1a Listen to and respond appropriately to adults and their peers</p> <p>En4/1c Use relevant strategies to build</p>
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<p>unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, character and plot.</p> <p>Evaluate and edit by: Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>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.</p> <p>Proof read for spelling and punctuation errors.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, stories from varying cultures and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials.</p> <p>Using commas after fronted adverbials.</p> <p>Using and punctuating direct speech.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Learning the grammar for years 3 and 4 in Appendix 2.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p>their vocabulary</p> <p>En4/1g Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En4/1b Ask relevant questions to extend their understanding and knowledge.</p> <p>En4/1e Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En4/1i Participate in discussions, presentations, performances, role-play/improvisations and debates.</p> <p>En4/1h Speak audibly and fluently with an increasing command of standard English.</p>
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<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left</p>	<p>Listening to and discussing a wide range of fiction, poetry, non-fiction and reference books and textbooks.</p>		
<p>Unit 5: Lava (video unit) Key Texts: Escape from Pompeii – linked to Geography unit -Volcanoes</p>			
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Pupils should be taught to plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the world.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identify themes a conventions in a wide range of books.</p> <p>Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Using fronted adverbials</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <p>Using commas after fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Pupils should be taught to: Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Gain, maintain and monitor the interest of the listener(s)</p>

<p>structures (English Appendix 2)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>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.</p>		<p>Using and punctuating direct speech</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	
<p>Unit 6: Performance poetry (1 Week)</p>			
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Plan their writing by: Discussing writing similar to that which they are planning to write in order to</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using and understand the grammatical terminology in <u>Appendix 2</u> accurately and appropriately in discussing their writing and reading.</p> <p>Poetic techniques: -onomatopoeia</p>	<p>En4/1h Speak audibly and fluently with an increasing command of standard English.</p> <p>En4/1i Participate in discussions, presentations, performances, roleplay/improvisations and debates.</p> <p>En4/1j Gain, maintain and monitor the interest of the listener(s).</p> <p>En4/1c Use relevant strategies to build</p>

<p>understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write by: Composing and rehearsing sentences orally.</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>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.</p>	<p>imagination Recognising some different forms of poetry</p> <p>Identify how language, structure and meaning contribute to meaning</p>	<ul style="list-style-type: none"> -Rhyming couplets -Rhythm -Alliteration - Colloquial language -Similes -Rhetorical questions -Metaphors -Personification 	<p>their vocabulary.</p> <p>En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En4/1g Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
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Spellings Spring 1 & 2 from No Nonsense spelling scheme

Revisit

Year 3 rare GPCs

Rare GPCs

The /g/ sound spelt 'gu'

Word endings

Words ending /tʃə/ spelt 'ture' (*creature, furniture*)

Endings that sound like /ʃən/, spelt '-tion',

'-sion', '-ssion', '-cian' (*invention, comprehension, expression, magician*)

Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'

Homophones

scene/seen, male/mail, bawl/ball

Apostrophe

Revise contractions from Year 2 Possessive apostrophe with plurals

Proofreading

Model how to use various strategies in proof- reading, including using a dictionary.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Summer Term

Unit 1: Narrative- Fantasy

Key texts: A Midsummer Night's Dream by Andrew Matthews William Shakespeare

Writing Including: Handwriting and Presentation	Reading	VPaG	Speaking and Listening
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Plan and write by: discussing and recording ideas.</p> <p>Draft and write by: in non-narrative material, using simple organisational devices, e.g. in writing notes using headings and sub-headings.</p> <p>Compose and rehearse sentences</p>	<p>Become familiar with a story.</p> <p>Discuss words and phrases that capture the reader's imagination.</p> <p>Participate in discussion about books that are read to them.</p> <p>To predict what might happen from details stated and implied.</p> <p>Discuss words/phrases that capture the readers' interest and imagination.</p> <p>Understand what they read by: Checking that the text makes sense.</p> <p>Asking questions to improve</p>	<p>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Understand grammatical terms, including 'pronoun' and 'personal pronoun' and 'possessive pronoun'.</p> <p>Recognise and begin to use possessive apostrophes correctly for singular and plural nouns.</p> <p>Identify dialogue punctuation and insert it when it is missing. Use and punctuate direct speech.</p> <p>Indicate possession by using the possessive apostrophe with singular</p>	<p>En4/1c Use relevant strategies to build their vocabulary.</p> <p>En4/1e Give well-structured descriptions /narratives.</p> <p>En4/1g Use spoken language to hypothesise and imagine.</p> <p>En4/1a Listen/respond appropriately to peers.</p> <p>En4/1b Ask relevant questions to extend their understanding.</p> <p>En4/ 1f Maintain attention and participate actively in collaborative conversations, staying on topic and</p>

<p>orally, progressively building a rich and varied vocabulary.</p> <p>In narratives, create characters.</p> <p>Dialogue, speech punctuation.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Plan their writing by: a. learning from writing they have read in terms of vocabulary and ideas.</p> <p>Organise paragraphs around a theme.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Read aloud their own writing.</p>	<p>understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts, motives.</p> <p>Identify themes and conventions relating to a particular author.</p> <p>Identify how language structure and presentation contribute to meaning.</p> <p>Apply their growing knowledge of root words to read aloud and understand the meaning of words they read.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>and plural nouns, including irregular plurals.</p> <p>Understand the grammatical terminology in appx 2 and use this when discussing their writing.</p> <p>Revise sentences with different forms: statements, commands, questions and exclamations.</p> <p>Use of inverted commas to indicate direct speech.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p>initiating and responding to comments.</p> <p>En4/1i Participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p>En4/1d Articulate and justify answers, arguments and opinions.</p> <p>En4/1g Use spoken language to develop understanding through speculating, hypothesising and exploring ideas.</p>
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Unit 2: Persuasive writing
Key texts: Zoo by Anthony Brown

<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Listening to and discussing a wide range of fiction, poetry, non-fiction and reference books and textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Indicate grammatical and other features by: Using and punctuating direct speech.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Spelling appendix: prefix in- can mean both 'not' and 'in'/'into'.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>En4/1a Listen to and respond appropriately to adults and their peers.</p> <p>En4/1d Articulate and justify answers, arguments and opinions.</p> <p>En4/1c Use relevant strategies to build their vocabulary.</p> <p>En4/1g Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
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<p>Composing and rehearsing sentences orally (including dialogue); progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Organising paragraphs around a theme.</p> <p>Plan their writing by: Discussing and recording ideas.</p> <p>Proof read for spelling and punctuation errors. Read their own writing aloud, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p>	<p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Using fronted adverbials.</p> <p>Using commas after fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p>	<p>En4/1b Ask relevant questions to extend their understanding and knowledge.</p> <p>En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En4/1i Participate in discussions, presentations, performances, role-play/improvisations and debates.</p> <p>En4/1h Speak audibly and fluently with an increasing command of standard English.</p> <p>En4/1f Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
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Narrative

Key Texts: Kensuke's Kingdom by Michael Morpurgo

<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Increase the legibility, consistence and quality of their handwriting.</p> <p>Plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Draft and write by:</p> <p>Organising paragraphs around a theme.</p> <p>Include the accurate use of pronouns in sentences.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Assess the effectiveness of their own and others' writing and suggest</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Learning the grammar from year 3 and 4 in <u>Appendix 2</u>.</p> <p>Using fronted adverbials to describe when, where or how something happened.</p> <p>Using commas after fronted adverbials.</p> <p>Use of inverted commas to indicate direct speech.</p> <p>Expanded noun phrases to add information.</p> <p>Apostrophes to mark plural possession.</p> <p>Past perfect tense.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Paragraphs to help order and structure their writing.</p> <p>Exclamation marks.</p> <p>Main and Subordinate clauses.</p> <p>Similes, Personification and powerful adjectives.</p> <p>Verbs and adverbs.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>En4/1g Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>En4/1b Ask relevant questions to extend their understanding and knowledge.</p> <p>En4/1a Listen to and respond appropriately to adults and their peers.</p> <p>En4/1c Use relevant strategies to build their vocabulary.</p>
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<p>improvements.</p> <p>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.</p> <p>Proof-read for spelling and punctuation errors.</p>			
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<p>Unit 3: Descriptive writing, non-chronological report, recount writing. Key texts: The Land of Roar</p>			
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Composing & rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2).</p> <p>Organising paragraphs around a theme.</p>	<p>Listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference books.</p> <p>Discuss words and phrases that capture the reader's interest/ imagination.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Use dialogue in narrative or in drama. Use and punctuate direct speech.</p> <p>Introduce the idea of tense in verbs (use correct grammar terminology).</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Using fronted adverbials.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Participate in discussions, presentations, performances & debates.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>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.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Using commas after fronted adverbials.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
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Spellings Summer 1 & 2 from No Nonsense spelling scheme

Revisit

Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.

Rare GPCs

Words with the /s/ sound spelt 'sc' (Latin in origin)

Word endings

Endings that sound like /ʒən/ spelt '-sion' (*division, confusion*)

Prefixes and Suffixes

Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'

Suffix '-ous' (*poisonous, outrageous*)

Homophones

whether/weather, who's/whose, missed/mist, medal/meddle, team/teem

Apostrophe

Apostrophe for possession, including singular and plural

Revise contractions from Year 2 and plural apostrophe rules

Proofreading

Check writing for misspelt words that are on the Years 3 and 4 word list.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Additional units that are not taught every year

One Christmas Wish – Katherine Rundell-Writing unit (1 Week)

Rock, Paper, Scissors narrative film clip unit- Writing unit focusing on descriptive techniques and sentence structures (1 week)

After The Fall – Dan Santat – Writing Focus – Genre focus (1 Week)

Nonsense poems. Key texts: Bob Cox’s Opening Doors series – The New Vestments -The Hippocrump

Discussion Texts. Key Texts: Survivors by David Long

Ice bear by Nicola Davies