



Every Child, Every Chance, Every Day

Yearly Overview for English – Year 4

Pacer of Termly Texts, Blocks, Links and Suggested Outcomes						
	Autumn		Spring		Summer	
Curriculum topics (History, Geography, Science)	<ul style="list-style-type: none"> Romans Animals including humans 	<ul style="list-style-type: none"> Romans Black History Month Electricity 	<ul style="list-style-type: none"> Rainforests Living things and their habitats 	<ul style="list-style-type: none"> Rainforests Sound 	<ul style="list-style-type: none"> Settlements – Anglo Saxons States of matter 	<ul style="list-style-type: none"> Settlements – Anglo Saxons States of matter
Narrative	Fables (science link)	Alternative traditional tales	Stories from other cultures (topic link/science link)	Plays and dialogue Year 3/4 Easter performance	Stories with a historical setting (see also poetry) Myths	Author study – Michael Morpurgo
Non-fiction	Explanation (topic and science link)	Report (topic linked)	Discussion (topic link)	Persuasion (topic link)	Explanation (science link) Book week – whole school narrative study (various)	Recounts – newspaper/magazine (topic link)
Poetry	Vocabulary building: Poems with imagery (Hamilton)	Structure study: Riddles	Structure study: Poems to Perform – Free Verse Whole school poetry recital	Vocabulary building: Poems on a theme (topic link)	Structure study: Short unit - Narrative poems - Beowulf (see also narrative) Structure study: Kennings	Poet Study – Michael Rosen
Core texts	Aesop's Fables The Window – Jeannie Baker (poetry)	The Three Little Wolves and The Big Bad Pig Prince Cinders The Lost Happy Endings The Ice Palace The Revolting Rhymes The Works	The Great Kapok Tree The Turtle and the Island Rudyard Kipling – Just So Stories, The Jungle Book Dear Greenpeace – Simon James Off By Heart – Poems for YOU to Remember Julia Donaldson – Poems to perform	Fairy tales/traditional tales The Princess and the Pea	Beowulf - Michael Morpurgo adaptation	Tom's Sausage Lion The Butterfly Lion When the Whales Came Twist of Gold

Suggested written outcome	<p><u>Narrative:</u> Character descriptions. Letters to a character. Plan and write a story with a moral. <u>Non-fiction:</u> How to build a roman temple, road, fort etc. Explanation text linked to animals including humans. Tooth decay. <u>Poetry:</u> Read a range of poems with imagery - specifically simile and metaphor. Write poems based on Jeannie Baker’s Window text. (start the term with this unit to support vocabulary development)</p>	<p><u>Narrative:</u> Re-tell own twisted versions of traditional tales. Diary entries for characters. Character descriptions. Eye-witness reports. Performances. <u>Non-fiction:</u> Information text linked to significant people (BHM). RE lesson plans – characteristics of a leader. Write a report based on notes gathered from a variety of sources to do with Romans. Make leaflets/books. Using ICT. Features of information texts. <u>Poetry:</u> Write own riddles after poetry study. The Revolting Rhymes – link to alternative traditional tales. Writing a poem based on a fairy tale of choice.</p>	<p><u>Narrative:</u> Re-tell. Audio books. Make comics strip versions of rainforest themed text. Posters. Setting descriptions. Writing in the style of an author – writing own Just So Stories. Zoo trip. <u>Non-fiction:</u> Consider different sides of deforestation argument and summarise reasons in a letter to MP or appropriate organisation. Zoo debate. Written piece about a local issue – e.g. conservation of local wood. <u>Poetry:</u> Poems of various styles. Children to study varying styles, choose preferences and perform poetry – linked to whole school poetry recital.</p>	<p><u>Narrative:</u> Create play scripts based on sections from alternative traditional tales (Aut 2). Fairy tales and play scripts (Hamilton). Puppet workshop/script writing. Prepare play script for Easter performance. <u>Non-fiction:</u> Save the rainforest posters. Charity leaflets. Assemble a presentation of 1 point of view to do with rainforests. Use graphs, images, visual aids and persuasive techniques. Organise a fundraising event e.g. rainforest recipe books to sell after school. <u>Poetry:</u> Poems linked to rainforests. Develop vocabulary and write own rainforest themed poems.</p>	<p><u>Narrative:</u> Study Michael Morpurgo adaptation of Beowulf. Posters. Retell an alternative story to reflect this theme. <u>Non-fiction:</u> Write an explanation of an experiment linked to science. <u>Poetry:</u> Study a range of narrative poems and structure. Study Beowulf. Write a poem to reflect a known story (Michael Morpurgo influence). Anglo Saxon poetry (lead in for Summer term). Kennings. Write Kennings poems linked to rainforest.</p>	<p><u>Narrative:</u> Compare and contrast books. Write comparative analysis. Write to author. Retell stories. Write stories with alternative beginnings/endings. Posters to advertise author’s books in the local library. Letters to and from characters. <u>Non-fiction:</u> The Anglo Saxon Times/Gazette/Tribune. Report a significant event in Anglo Saxon history. End of term activities – sports day, trips, school reports. <u>Poetry:</u> Read, illustrate and re-write poems by a famous poet.</p>
Extended writing focus	<div><div>1. Whole school assessment piece at the beginning of each term – The Magic Door, The Lost key</div><div>2. Posters for the school environment to advertise an event</div><div>3. Cooking week instructions</div><div>4. Coding instructions (computing)</div><div>5. Church productions – script writing</div><div>6. Play scripts for assemblies</div><div>7. News items for the newsletter</div></div>	<div><div>8. Blogs for the website</div><div>9. Songs for assembly</div><div>10. Radio scripts</div><div>11. School council – wish lists, explanation of ideas, persuasive letters</div><div>12. Virtual tours</div><div>13. Letters to MPs - citizenship</div><div>14. Sports day recounts</div></div>	<div><div>15. Author visits – letters, re-tell stories etc</div><div>16. Letters to visitors – thank you letters, to request things</div><div>17. Science week explanations</div><div>18. RE prayers</div><div>19. Interviews with staff/visitors</div><div>20. Nativity story</div><div>21. Invitations to class assemblies/open afternoons</div></div>	<div><div>22. Write in the style of...</div><div>23. Comparative writing in history and geography</div><div>24. Easter/Christmas story news report or retell the story</div><div>25. Christmas links – letters to Father Christmas, Christmas recipes, instructions for decorations</div><div>26. Job descriptions – St Mark’s Saviours, Year 6 monitors</div><div>27. Letters for Kentish Town partnership days</div><div>28. Persuasive letters to Steve Mr Henry e.g. a school trip etc</div><div>29. Sports events – recounts, news reports e.g. football team, sports day</div></div>	<div><div>30. School trip recounts</div><div>31. Opportunities for ‘free’ writing – children to choose genre/text type</div><div>32. Boxing Clever stories</div><div>33. Story openings</div><div>34. Story endings</div><div>35. Show not tell</div><div>36. Science/Topic/RE/PSHE linked pieces</div><div>37. English unit linked pieces</div></div>	
Read aloud book list	I was a rat – Phillip Pullman	Charlotte’s Web Terry Jones Fairy Tales The Ice Palace	A poem a day – to prepare for poetry recital	Danny the Champion of the World	Michael Morpurgo texts as prep for summer 2 Tom’s sausage Lion The Butterfly Lion When the whales came	Michael Morpurgo stories Poems by Michael Rosen

Suggested spoken outcomes	<p>Oral retell</p> <p>Hot seating</p> <p>Role play and drama</p> <p>Vocabulary development games</p> <p>Class assembly</p>	<p>Class presentations</p> <p>Book talk</p> <p>Oral reports</p> <p>Vocabulary development games</p>	<p>Poetry performance</p> <p>Freeze frame</p> <p>Debates</p> <p>Whole school poetry recital</p> <p>Vocabulary development games</p> <p>Class assembly</p>	<p>Role play and debate</p> <p>Speak audibly and fluently</p> <p>Y3/4 Easter performance</p> <p>Singing</p> <p>Vocabulary development games</p>	<p>Visualisation</p> <p>Listen and respond</p> <p>Oral explanation</p> <p>Vocabulary development games</p> <p>Class assembly</p>	<p>Discussion about poets and authors – preferences</p> <p>Debate</p> <p>Whole school assembly to share author/poet study</p> <p>Vocabulary development games</p>
STATUTORY REQUIREMENTS BY TERM - objectives should and will be covered at many other times within and across units but must be taught at least in these terms						
Spoken Language Statutory Requirements	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers use relevant strategies to build their vocabulary speak audibly and fluently with an increasing command of Standard English 	<ul style="list-style-type: none"> select and use appropriate registers for effective communication gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge articulate and justify answers, arguments and opinions maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas participate in discussions, presentations, performances, role play/improvisations and debates 	<ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others

<p>Reading statutory requirements -</p> <p>Word Reading Comprehension</p>	<ul style="list-style-type: none"> • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purpose • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • identifying main ideas drawn from more than 1 paragraph and summarising these 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning • 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
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<p>Writing statutory requirements -</p> <p>Handwriting Composition Vocabulary, Grammar and Punctuation (see spelling for transcription)</p>	<ul style="list-style-type: none"> • revision - 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 • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • using the present perfect form of verbs in contrast to the past tense • grammatical difference between plural and possessive –s • proofread for spelling and punctuation errors • 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 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • standard English forms for verb inflections instead of local spoken forms • using and punctuating direct speech • use of inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • using fronted adverbials • using commas after fronted adverbials • using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • indicating possession by using the possessive apostrophe with plural nouns 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (including possessive pronoun) • Use of paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • knowing and identifying the determiner in a sentence
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Spelling statutory requirements by term	<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ul style="list-style-type: none">The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’The /ʃ/ sound spelt ‘ch’The /ʌ/ sound spelt ‘ou’ (all from Year 3) <p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none">Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-en’, ‘-er’, ‘ed’) <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus’s population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">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. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt ‘gu’</p> <p>Word endings Words ending /tʃə/ spelt ‘ture’ (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ (<i>invention, comprehen- sion, expression, magician</i>)</p> <p>Prefixes and Suffixes Prefixes ‘anti-’ and ‘inter-’ Suffix ‘-ation’</p> <p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proof- reading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">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. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt ‘sc’ (Latin in origin)</p> <p>Word endings Endings that sound like /ʒən/ spelt ‘-sion’ (<i>division, confusion</i>)</p> <p>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’ (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem</i></p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">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. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>
	<p>Year 3 and 4 objectives split between the two years. Some objectives can be revisited at the beginning of Year 4. Continue to emphasise the relationship between sounds and letters.</p> <ul style="list-style-type: none">use further prefixes and suffixes and understand how to add them (English Appendix 1)spell further homophonesspell words that are often misspelt (English Appendix 1)place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]use the first two or three letters of a word to check its spelling in a dictionary <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		

Key Vocabulary, grammar and punctuation terminology to be specifically taught in **BLUE**

Curriculum Requirements across Year 3/4

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Word

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

understand what they read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieving and recording information from non-fiction
- participating 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.

Writing

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters
- understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

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
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- using paragraphs as a way to group related material
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings to aid presentation]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- 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.

Publish and present by:

- proof-read for spelling and punctuation errors
- 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.

Terminology for pupils <i>preposition conjunction</i> <i>word family, prefix</i> <i>clause, subordinate clause</i> <i>direct speech</i> <i>consonant, consonant letter vowel, vowel letter</i> <i>inverted commas (or 'speech marks')</i>	Grammar. Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] Punctuation. Indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns Introduction to inverted commas to punctuate direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
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Spelling (See Appendix 1 for teaching points) Pupils should be taught to: <ul style="list-style-type: none"> spell words that are often misspelt (English Appendix 1) use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, <u>an</u> open box</i>] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>] Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>]								
Adding suffixes beginning with vowel letters to words of more than one syllable	The /ɪ/ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt ou	More prefixes	More prefixes	The suffix -ation	The suffix -ly	Words with endings sounding like or /ʒə/	Endings which sound like ʒ/ / ən
forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	myth, gym, Egypt, pyramid, mystery	young, touch, double, trouble, country	dis –disappoint, mis –mislead, in –inactive, un –unsure	re –: redo, refresh, return, reappear, redecorate sub –: subdivide, subheading, submarine, anti –: antiseptic, anti-clockwise, antisocial submerge super –: supermarket, superman, superstar	information, adoration, sensation, preparation, admiration	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure	division, invasion, confusion, decision, collision, television