



English overview of learning - year 4

Suggested Genre Overview from Literacy Strategy Document

Narrative, plays and scripts 16-17 weeks	UNIT 1 Stories with historical settings* (3 weeks)	UNIT 2 Stories set in imaginary worlds* (4 weeks)	UNIT 3 Stories from other cultures (3 weeks)	UNIT 4 Stories which raise issues/dilemmas (4 weeks)	UNIT 5 Plays (2-3 weeks)
Non-fiction 13-15 weeks	UNIT 1 Recounts: newspapers/magazines* (4 weeks)	UNIT 2 Information texts (3-4 weeks)	UNIT 3 Explanation texts* (2-3 weeks)	UNIT 4 Persuasive texts* (4 weeks)	
Poetry 4 weeks	UNIT 1 Creating images* (2 weeks)	UNIT 2 Exploring form* (2 weeks)			

Year 4: Detail of content to be introduced (statutory requirement)

WORD	The grammatical difference between plural and possessive –s 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]
SENTENCE	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]
TEXT	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
PUNCTUATION	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials
KEY VOCABULARY	determiner pronoun, possessive pronoun adverbial

Ardleigh Green Half-Termly Overview with Key Texts



- Recommended Read for Year

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AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Demon Dentist - David Walliams	Kaspar the Prince Cat - Michael Morpurgo Tragedy at Sea - David Long The Chronicles of Narnia - C.S Lewis	The Firework Maker's Daughter - Phillip Pullman King of the Cloud Forests - Michael Morpurgo	The Orchard Book of First Greek Myths - Saviour Pirotta Helping Hercules - Francesca Simon	Henry's Freedom Box Native American Tales and Legends - Macfarlan	Alice's Adventures in Wonderland - Lewis Carroll
Information text - teeth fact file Explanation text -	Stories set in historical setting Information texts -	Stories from Other Cultures (That raise issues and dilemmas) - planning/writing a new	Character profiles/ descriptions Debate - persuasive	Stories which raise issues/historical setting Information text -	Letter writing Playscripts

<p>digestive system</p> <p>Stories set in an imaginary world - inside the digestive system</p> <p>Persuasive writing - being a 'Healthier Human'</p>	<p>Titanic</p> <p>Recounts - describing being onboard the Titanic</p> <p>Newspaper Reports - the day the Titanic sunk</p> <p>Stories set in an imaginary world</p> <p>Recount - being inside the imaginary world</p> <p>Diary entries - reflection of actions (Edward when captured)</p> <p>Letter writing - reflecting on their experience</p>	<p>dilemma</p> <p>Monologue writing</p> <p>Creating Images Poetry - Firework poetry</p> <p>Persuasive writing - Visiting Scotland advert</p>	<p>language</p> <p>Instruction writing</p> <p>Stories with historical/imaginary worlds</p> <p>Letter writing</p>	<p>Inspirational people</p> <p>Email writing</p> <p>Diary writing</p> <p>Writing a legend</p> <p>Exploring form Poetry - Acrostic Poems</p>	<p>Poetry - using rhyme</p> <p>Non-chronological report - solids, liquids and gases (Science link)</p>
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Reading and Writing Objectives - Years 3 + 4

Reading	Writing
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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. ● 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 ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<p>Pupils should be taught to:</p> <p>Spelling</p> <ul style="list-style-type: none"> ● use further prefixes and suffixes and understand how to add them (English Appendix 1) ● spell further homophones ● spell 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 ● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> ● 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 ● increase the legibility, consistency and quality of their handwriting [for

- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read
- in books they can 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
- retrieve and record information from non-fiction
- 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.

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].

Writing

- 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 (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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

Grammar & Punctuation

- Pupils should be taught to:
- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials
- learn the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by using commas after fronted adverbials
- indicate possession by using the possessive apostrophe with plural nouns
- use and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

