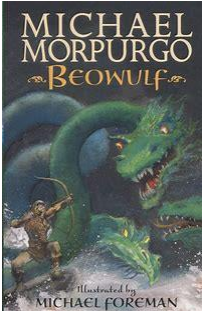
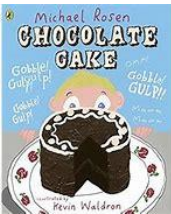
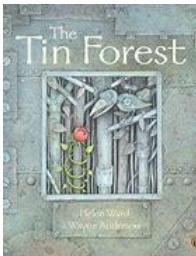



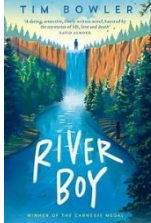
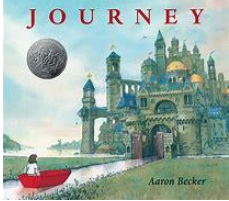
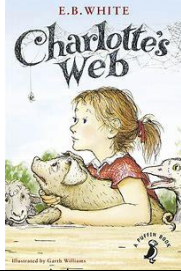
Year 4 – English Overview

Autumn Term	Autumn 1		Autumn 2		
Topic:	Invasion (Vikings/Saxons)		Invasion (Vikings/Saxons)		
Text Type:	Whole School Literacy Project	Fiction - contemporary	Poetry (Narrative and Performance)	Picture book	Narrative - film
Text:		Beowulf – Michael Morpurgo 	Chocolate poem by Michael Rosen 	Tin Forest by Helen Ward and Wayne Anderson 	The Man on the Moon – Literacy Shed 
Key Writing Outcomes:		<u>Letter of advice</u> <u>Obituary</u> <u>Biography</u>	<u>Narrative poetry</u> <u>Performance poetry</u>	<u>Setting description</u> <u>Conversation</u> <u>Diary entry</u> <u>CST: Big Question Lesson (Stewardship, Family and Community)</u>	<u>Narrative</u> <u>Newspaper report</u> <u>Letters to parish/residents</u> <u>CST: Big Question Lesson (Dignity, Solidarity, Rights and Responsibilities, Option for the Poor and Vulnerable, Family and Community)</u>
Grammar focus:	SU1: Use further prefixes of il-, ir-, re-, sub-, inter-, anti-, and auto are added to root words. SU2: Use suffixes -ly, -ation, -ous and understand how to add them. SU3: Begin working on spelling all words in Y3/4 list. SU3: Can confidently locate words in a dictionary.	SU7: Write from memory sentences dictated by the teacher, including words and punctuation taught. SU8.2: Can join straight letters i,l,t,u and the 2 o'clocks c,a,d,g,q e.g. call, glad, quilt. SU8.3: Can write clearly and most people can read my joined writing. SU9: Identify and discuss common features in a text and plan my own that includes them. SU10.1: Write sentences using a range of vocabulary.	SU9: Identify and discuss common features in a text and plan my own that includes them. SU14: Edit my work, checking punctuation and spelling, sometimes independently or with a peer / checklist. SU16: Evaluate and edit my writing by reading aloud with appropriate expression and volume. SU17: Use and understand a determiner in sentences. SU20: Use and understand the use of the adverbial in sentences e.g. cautiously, carefully.	SU8.4: Can correctly join straight letters i,l,t,u, the 2 o'clocks c,a,d,g,q, tunnel letters n,m,h,b,p and top joiners o,r,v,w. SU9: Identify and discuss common features in a text and plan my own that includes them. SU10.1: Write sentences using a range of vocabulary. SU10.2: use a variety of sentence types. (Alan Peat) SU11.1: Can order key events in writing using paragraphs to group them. SU12.4: Can use chronological order when writing recounts, biography and instructions.	SU9: Identify and discuss common features in a text and plan my own that includes them. SU10.1: Write sentences using a range of vocabulary. SU10.2: use a variety of sentence types. (Alan Peat) SU11.1: Can order key events in writing using paragraphs to group them. SU11.2: Organise work into paragraphs where each one deals with a main point. SU12.1: In non-fiction, use simple planning structures. SU12.3: Use additional facts and information to interest the reader.

Year 4 – English Overview

	<p>SU5: Spell the sound spelt 'y' elsewhere than at the end of words e.g. myth, mystery, etc.</p> <p>SU6: Understand when to use ow and ou sounds.</p> <p>SU8.1: Start all lower case letters on the line.</p> <p>SU15: Correct use of pronouns</p> <p>SU15.2: Corrections of spelling and punctuation mistakes.</p> <p>SU21: Write in Standard English for verb inflections e.g. we were not we was.</p>	<p>SU10.2: use a variety of sentence types. (Alan Peat)</p> <p>SU11.1: Can order key events in writing using paragraphs to group them.</p> <p>SU11.2: Organise work into paragraphs where each one deals with a main point.(biography)</p> <p>SU12.1: In non-fiction, use simple planning structures.</p> <p>SU12.2: Can choose when to use headings and sub headings.</p> <p>SU12.3: Use additional facts and information to interest the reader.</p> <p>SU12.4: Can use chronological order when writing recounts, biography and instructions.</p> <p>SU13.2: Describe characters using show not tell.</p> <p>SU14: Edit my work, checking punctuation and spelling, sometimes independently or with a peer / checklist.</p> <p>SU21: Write in Standard English for verb inflections e.g. we were not we was.</p>		<p>SU13.1: Can describe a setting based on the key features and using senses.</p> <p>SU13.2: Describe characters using show not tell.</p> <p>SU14: Edit my work, checking punctuation and spelling, sometimes independently or with a peer / checklist.</p> <p>SU21: Write in Standard English for verb inflections e.g. we were not we was.</p> <p>SU27: Punctuate speech with inverted commas accurately.</p>	<p>SU12.4: Can use chronological order when writing recounts, biography and instructions.</p> <p>SU13.2: Describe characters using show not tell.</p> <p>SU14: Edit my work, checking punctuation and spelling, sometimes independently or with a peer / checklist.</p> <p>SU21: Write in Standard English for verb inflections e.g. we were not we was.</p> <p>SU20: Use and understand the use of the adverbial in sentences e.g. cautiously, carefully.</p>
Length of unit	3 weeks	3-4 weeks		3 weeks	2 weeks


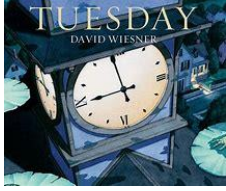

Year 4 – English Overview

Spring Term	Spring 1		Spring 2	
Topic:	Misty Mountain, Winding River		Misty Mountain, Winding River	
Text Type:	Narrative - fiction	Picture book	Poetry (Haikus and Tanka)	Classic children's fiction
Text:	River Boy by Tim Bowler 	Journey by Aaron Becker 	A Morning (Haiku) by Arun Bahadur Gurung Silver Aeroplane - Tanka by John Foster A Spray of Wate - Tanka by Tada Chimako With a Sigh – Tanka by Kelly Roper Beaches by Kaitlyn Guenther	Charlotte's Web by E.B White 
Key Writing Outcomes:	<u>Diary entry</u> <u>Setting description</u> <u>Character profiles</u> <u>Emotive conversation</u> <u>CST: Big Question Lesson (Solidarity)</u>	<u>Narrative - Rewrite the next chapter</u> <u>Setting description</u> <u>Newspaper report</u>	<u>Haikus</u> <u>Tanka</u> <u>CST: Big Question Lesson (Stewardship)</u>	<u>Character profiles</u> <u>Discussions</u> <u>Persuasive writing – Fern persuading to keep Wilbur</u> <u>Templeton's blog</u> <u>CST: Big Question Lesson (Dignity of the human person, Option for the Poor and Vulnerable)</u>
Grammar focus:	SU3: Continue working on spelling all words in Y3/4 list. SU9: Identify and discuss common features in a text and plan my own that includes them. SU10.1: Write sentences using a range of vocabulary. SU10.2: use a variety of sentence types. (Alan Peat) SU11.1: Can order key events in writing using paragraphs to group them. SU12.3: Use additional facts and information to interest the reader. SU12.4: Can use chronological order when writing recounts, biography and instructions.	SU9: Identify and discuss common features in a text and plan my own that includes them. SU10.1: Write sentences using a range of vocabulary. SU10.2: use a variety of sentence types. (Alan Peat) SU11.1: Can order key events in writing using paragraphs to group them. SU11.2: Organise work into paragraphs where each one deals with a main point. SU12.1: In non-fiction, use simple planning structures. SU12.2: Can choose when to use headings and sub headings. SU12.3: Use additional facts and information to interest the reader.	Metaphors for impact SU9: Identify and discuss common features in a text and plan my own that includes them. SU16: Evaluate and edit my writing by reading aloud with appropriate expression and volume.	Synonyms Antonyms SU7: Write from memory sentences dictated by the teacher, including words and punctuation taught. SU9: Identify and discuss common features in a text and plan my own that includes them. SU10.1: Write sentences using a range of vocabulary. SU10.2: use a variety of sentence types. (Alan Peat) SU11.1: Can order key events in writing using paragraphs to group them. SU11.2: Organise work into paragraphs where each one deals with a main point. SU12.1: In non-fiction, use simple planning structures. SU13.2: Describe characters using show not tell. SU14: Edit my work, checking punctuation and spelling, sometimes independently or with a peer / checklist. SU16: Evaluate and edit my writing by reading aloud with appropriate expression and volume. SU21: Write in Standard English for verb inflections e.g. we were not we was.

Year 4 – English Overview

	<p>SU13.1: Can describe a setting based on the key features and using senses.</p> <p>SU13.2: Describe characters using show not tell.</p> <p>SU14: Edit my work, checking punctuation and spelling, sometimes independently or with a peer / checklist.</p> <p>SU21: Write in Standard English for verb inflections e.g. we were not we was.</p> <p>SU20: Use and understand the use of the adverbial in sentences e.g. cautiously, carefully.</p> <p>SU25: Using commas after fronted adverbials and in a list.</p>	<p>SU12.4: Can use chronological order when writing recounts, biography and instructions.</p> <p>SU13.1: Can describe a setting based on the key features and using senses.</p> <p>SU13.2: Describe characters using show not tell.</p> <p>SU13.3: Write a story with an opening, setting, build-up, climax and ending in the same style as the story studied.</p> <p>SU14: Edit my work, checking punctuation and spelling, sometimes independently or with a peer / checklist.</p> <p>SU21: Write in Standard English for verb inflections e.g. we were not we was.</p> <p>SU20: Use and understand the use of the adverbial in sentences e.g. cautiously, carefully.</p> <p>SU25: Using commas after fronted adverbials and in a list.</p> <p>SU27: Punctuate speech with inverted commas accurately.</p>		<p>SU22: Extends the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although.</p> <p>SU25: Using commas after fronted adverbials and in a list.</p> <p>SU26: Indicate possession by using possessive apostrophe with plural noun e.g. Charlotte’s Web.</p>
Length of unit:	4 weeks	3 weeks	1 week	4 weeks

Year 4 – English Overview

Summer Term	Summer 1 (short term)	Summer 2	
Topic:	Ancient Civilisations	Ancient Civilisations	
Text Type:	Fiction text with historical link	Picture book	Traditional Tale from another country
Text:	<p>The Secrets of a Sun King by Emma Carroll</p> 	<p>Tuesday by David Wiesner</p> 	<p>Firebird by Saviour Pirotta</p> 
Key Writing Outcomes:	<p><u>Setting and character description</u></p> <p><u>Mystery narrative</u></p> <p><u>Letter</u></p> <p><u>Instructions</u></p>	<p><u>Police report</u></p> <p><u>Diary entry to show viewpoint / motivation</u></p> <p><u>Newspaper report</u></p>	<p><u>Narrative retell</u></p> <p><u>Diary entry</u></p> <p><u>Conversation</u></p> <p><u>Setting descriptions</u></p> <p><u>Information report</u></p> <p><u>CST: Big Question Lesson (Family and Community, Rights and Responsibilities)</u></p>
Grammar focus:	<p>Creating suspense</p> <p>SU3: Continue working on spelling all words in Y3/4 list.</p> <p>SU9: Identify and discuss common features in a text and plan my own that includes them.</p> <p>SU10.1: Write sentences using a range of vocabulary.</p> <p>SU10.2: use a variety of sentence types. (Alan Peat)</p> <p>SU11.1: Can order key events in writing using paragraphs to group them.</p> <p>SU12.1: In non-fiction, use simple planning structures.</p> <p>SU12.2: Can choose when to use headings and sub headings.</p> <p>SU12.3: Use additional facts and information to interest the reader.</p> <p>SU12.4: Can use chronological order when writing recounts, biography and instructions.</p> <p>SU13.1: Can describe a setting based on the key features and using senses.</p> <p>SU14: Edit my work, checking punctuation and spelling, sometimes independently or with a peer / checklist.</p> <p>SU18: Use and understand the use of pronoun in a sentence.</p> <p>SU19: Use and understand the use of the possessive pronoun in a sentence e.g. mine, yours, theirs, etc.</p> <p>SU21: Write in Standard English for verb inflections e.g. we were not we was.</p>	<p>Modal verbs</p> <p>Adverbs of possibility</p> <p>Direct speech</p> <p>SU9: Identify and discuss common features in a text and plan my own that includes them.</p> <p>SU10.1: Write sentences using a range of vocabulary.</p> <p>SU10.2: use a variety of sentence types. (Alan Peat)</p> <p>SU11.1: Can order key events in writing using paragraphs to group them.</p> <p>SU11.2: Organise work into paragraphs where each one deals with a main point.</p> <p>SU12.1: In non-fiction, use simple planning structures.</p> <p>SU12.2: Can choose when to use headings and sub headings.</p> <p>SU12.3: Use additional facts and information to interest the reader.</p> <p>SU12.4: Can use chronological order when writing recounts, biography and instructions.</p> <p>SU14: Edit my work, checking punctuation and spelling, sometimes independently or with a peer / checklist.</p>	<p>Descriptive vocabulary</p> <p>Speech punctuation</p> <p>SU7: Write from memory sentences dictated by the teacher, including words and punctuation taught.</p> <p>SU9: Identify and discuss common features in a text and plan my own that includes them.</p> <p>SU10.1: Write sentences using a range of vocabulary.</p> <p>SU10.2: use a variety of sentence types. (Alan Peat)</p> <p>SU11.1: Can order key events in writing using paragraphs to group them.</p> <p>SU11.2: Organise work into paragraphs where each one deals with a main point.</p> <p>SU12.1: In non-fiction, use simple planning structures.</p> <p>SU12.2: Can choose when to use headings and sub headings.</p> <p>SU12.3: Use additional facts and information to interest the reader.</p> <p>SU12.4: Can use chronological order when writing recounts, biography and instructions.</p>

Year 4 – English Overview

	<p>SU20: Use and understand the use of the adverbial in sentences e.g. cautiously, carefully.</p> <p>SU22: Extends the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although.</p> <p>SU25: Using commas after fronted adverbials and in a list.</p>	<p>SU21: Write in Standard English for verb inflections e.g. we were not we was.</p> <p>SU20: Use and understand the use of the adverbial in sentences e.g. cautiously, carefully.</p> <p>SU22: Extends the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although.</p> <p>SU23: Use present and past tense of a verb correctly in the same sentence.</p> <p>SU24: Use conjunctions, adverbs and prepositions to express time and cause using fronted adverbials - time, cause, when, why.</p> <p>SU25: Using commas after fronted adverbials and in a list.</p> <p>SU27: Punctuate speech with inverted commas accurately.</p>	<p>SU13.1: Can describe a setting based on the key features and using senses.</p> <p>SU14: Edit my work, checking punctuation and spelling, sometimes independently or with a peer / checklist.</p> <p>SU21: Write in Standard English for verb inflections e.g. we were not we was.</p> <p>SU20: Use and understand the use of the adverbial in sentences e.g. cautiously, carefully.</p> <p>SU22: Extends the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although.</p> <p>SU25: Using commas after fronted adverbials and in a list.</p> <p>SU27: Punctuate speech with inverted commas accurately.</p>
Length of unit:	4 weeks	3 weeks	3 weeks