


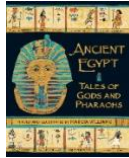
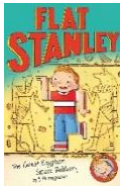
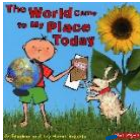


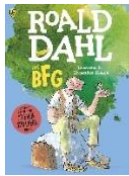

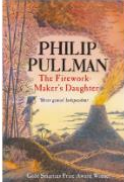




Year 4 English Overview

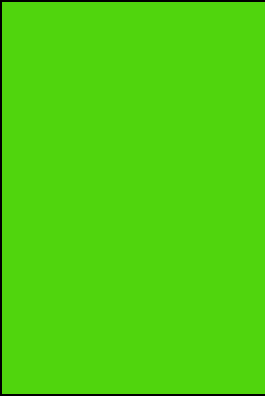
2023-2024 PLAN A

Year 3 & 4 (Year 4 Writing Outcomes)

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	Autumn 1 Extreme Survival	Autumn 2 Tomb Raider	Spring 1 World Kitchen	Spring 2 Meet the Flintstones	Summer 1 Oceania	Summer 2 European Country
Whole class reading text	Meerkat Mail by Emily Gravett The diary of a killer cat by Anne Fine	Flat Stanley: The Great Egyptian grave robbery	The World Came to My Place Today	BFG by Roald Dahl	The Firework Maker's Daughter Phillip Pullman	The Iron Man by Ted Hughes
Key Texts	  	 	  	 	 	
Writing outcome/genres	<p>Meerkat mail by Emily Gravett (2 weeks)</p> <ul style="list-style-type: none"> Character description of sunny into a missing poster from his family Letters in role- I miss you, family persuading to come home <p>Shackleton's journey by William Grill (2 weeks)</p> <ul style="list-style-type: none"> Biography of Ernest Shackleton Recount/diary in role of Shackleton or one of the men <p>The Great explorer by Chris Judge (2 weeks)</p> <ul style="list-style-type: none"> Narrative <p>Information text about surviving in the wild</p>	<p>Ancient Egypt tales of Gods and pharaohs by Marcia Williams (2 weeks)</p> <ul style="list-style-type: none"> Myth <p>Stimulus- Non-fiction books about Egypt (2 weeks)</p> <ul style="list-style-type: none"> Non-chronological report <p>Flat Stanley: The Great Egyptian grave robbery by Jeff Brown and Sara Pennypacker (2 weeks)</p> <ul style="list-style-type: none"> Post card Diary <p>The story of Tutankhamun by Patricia Clevelan-Peck 3 weeks Instructions on mummification Biography of Tutankhamun</p>	<p>Poetry Focus – Creative Writing (Week 1) Creative writing about personal connections to food.</p> <p>The world came to my place today by Jo Readman (2 weeks)</p> <ul style="list-style-type: none"> Retell of George's experience Instructions <p>A ticket around the world By Natalia Diaz and Melissa Owens (1 weeks)</p> <ul style="list-style-type: none"> Information report about food in different countries, how food is grown and its journey from farm to table. <p>One hen by Katie Smith Milway (1 week)</p>	<p>Text- BFG Adventure narrative related to text.</p> <p>Diary writing in the role</p> <p>Text- Ug by Raymond Briggs (2 weeks)</p> <ul style="list-style-type: none"> Letter to Ug- life today compared to life in stone age (things that have changed- food, clothing, games) Diary in role of Ug <p>BFG by Roald Dahl (2 weeks)</p> <ul style="list-style-type: none"> Adventure narrative based on text. 	<p>Narrative retelling</p> <p>Balanced argument</p> <p>Persuasive writing</p> <p>Adventure Narrative</p> <p>Non-fiction books about Australia or New Zealand</p> <p>Travel guide on popular tourist destinations in New Zealand.</p> <p>Adventure story of an Australian animal- wombat, kangaroo, koala, platypus, Tasmanian devil Fact file on an Australian animal</p>	<p>Non-fiction texts about countries in Europe</p> <ul style="list-style-type: none"> Write postcards – pretending to be in that country. Create a travel guide about different places to visit in Europe <p>Text- The Iron man by Ted Hughs (2 weeks)</p> <ul style="list-style-type: none"> Adventure narrative of the iron man in Europe

		<ul style="list-style-type: none"> Diary in role of Kojo over the different points in the story Write a letter to Kojo 			
		Week 5 Consolidation of Learning			
Key Grammar and Punctuation	<ul style="list-style-type: none"> spelling most common exception words taught in KS1 and some from the Year 3 and 4 list. Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') using the full range of punctuation taught at key stage 1 mostly correctly including: commas to separate items in a list, apostrophe to mark singular possession in nouns. Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because and adverbs next, soon, therefore 	<ul style="list-style-type: none"> spelling most words with contracted forms adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly beginning to use inverted commas to punctuate direct speech. Demarcating sentences mostly accurately with: commas to separate items in list, apostrophes to mark singular possession in nouns. spelling most common exception words taught in KS1 and some from the Year 3 and 4 list 	<ul style="list-style-type: none"> Revise prefix 'un-' prefix 'dis-' (disappoint, disagree, disobey) using the diagonal and horizontal strokes needed to join letters in some of their writing spelling most common exception words taught in KS1 and some from the Year 3 and 4 list Expressing time, place and cause using: conjunctions e.g. when, before, after, while, so, because and adverbs next, soon, therefore 		
Essential Knowledge (National Curriculum) Year 4					
Spelling	<ul style="list-style-type: none"> Adding suffixes including -ation, -ly, -ous Prefixes un-, dis-, mis-, im-, in-, re-, sub-, inter-, super- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Spell homophones and near homophones use the first 2 or 3 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 year 3 and 4 common exception words 				
Handwriting	<ul style="list-style-type: none"> continue to strengthen abilities to use diagonal and horizontal strokes that are needed to join letters. Continue to increase the legibility, consistency, and quality of handwriting 				
Writing-plan	<ul style="list-style-type: none"> discussing modelled writing that supports planning. Children should continue to understand and learn from its structure, vocabulary and grammar. discuss, plan and record ideas to support more detailed settings, characters and plots in narrative writing. 				
Writing- draft and writing	<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Continue to organise paragraphs around a theme 				

Writing- editing	<ul style="list-style-type: none"> • Continue to use headings and sub-headings in non-chronological information writing. • 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.
Vocabulary Grammar Punctuation	<p>The grammatical difference between plural and possessive Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials</p>
Grammatical Terminology	<ul style="list-style-type: none"> • adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), pronoun adverbial, determiner pronouns, possessive pronouns
Reading- word reading	<ul style="list-style-type: none"> • continue to apply 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.
Reading- comprehension	<p>Continue to develop positive attitudes to reading and understanding of what they read by:</p> <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 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 • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p>

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- 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.