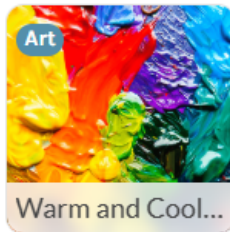
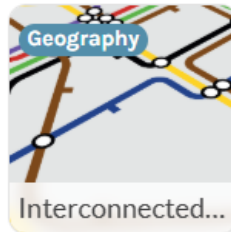
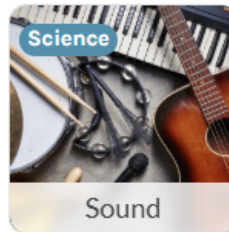
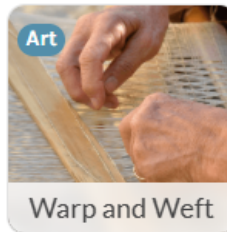




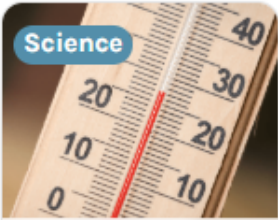
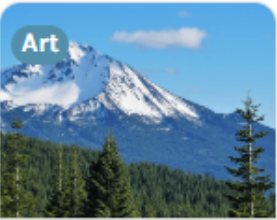
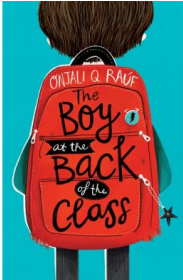
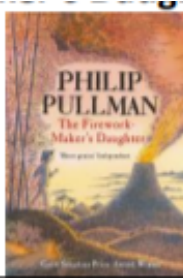
Year 4 English Curriculum Overview

Autumn Term					
Projects:	 History Invasion  Science Food and the D...  Art Warm and Cool...  D&T Fresh Food, Go...  Geography Interconnected...  Science Sound  Art Warp and Weft				
Whole Class Reading:					
Poetry:	Structured Poetry: Limericks				
Text Type:	Year 4 Place Value for Grammar and Punctuation Sequence of Learning	Narrative - Defeating the Monster Story (myth)	Explanation - Digestive System	Narrative - Setting Description	Instructions - A Survival Guide
Purpose:		To Entertain	To Explain	To Entertain	To Instuct
Writing Outcome:	Children will create 'short burst' independent writing where they can practise the grammar skill covered in the lesson.	Using the Anglo-Saxon myth of Beowulf , children to write their own 'Defeating the Monster' story. Read to Year 6.	Children to write an informal explanation about HOW the digestive system works in an ' Adam Kay ' humorous style.	Using Kensuke's Kingdom as a stimulus, children to write their own setting descriptions of a jungle. When publishing, teacher to us AI tool to convert children's descriptions into an AI image.	Children to write a survival guide to help Michael survive on the island. Share with Year 3.
Core Grammar Skills to Focus on:	Shared Sentence Definition: 'A sentence is a complete thought which has a subject (who) and verb (what doing/what being) .' - Common and Proper Nouns - Collective and Partitive Nouns - Verbs -being - to have - Verbs - regular and action - Double Consonant Verbs - Irregular Action Verbs - Subject Verbs - Building Sentences	Use BBC animation to share story with children (watch all but focus on episode 2- defeating Grendel). Learn through a Text Map . Underlying Structure to Follow: 1. Establish vibrant community before trouble starts. 2. Monster attacks. A hero is called. 3. Hero fights monster. 4. Monster is defeated. 5. Order restored. (Could change- setting, monster or/and hero) - FANTASTICS- senses - ASPICE - different ways to start a sentence - Subordinate Conjunctions - AWHITEBUS - Expanded noun Phrases and Prepositional Phrases - Punctuating Direct Speech - Nouns and Pronouns for Cohesion	Non-Fiction Structure: Title General Statement (what it is about) Key Points Paragraphs Summary Paragraph - Adverbials to show WHEN (after mashed by your teeth) and WHERE (deep within...) - Expanded Noun Phrases e.g. the vile, bubbling puddle of acid) - Coordinating Conjunctions - Subordinating Conjunctions - AWHITEBUS - Technical Vocabulary - Present Tense	- Fronted Adverbials to show WHERE (beyonf the crashing waves) WHEN (As day turned to night) HOW (Without a sound,) - Expanded Noun Phrases (adjective, adjective + noun) - Prepositions of Place and Position (benath, underneath, beside etc) - Ambitious Verbs (e.g. instead of was - creeping mist blanketed) - FANTASTICS- senses - ASPICE - different ways to start a sentence	Non-Fiction Structure: Title Introduction - If, If, If, Then sentence Food and Water Dangerous Animals A Final Note of Warning - Imperative Verbs - Time and Sequence Advervials (Firstly, After this,) - Subordinate Conjunctions - AWHITEBUS - Punctuation for Clarity - Bullet Points - Expanded noun phrases
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing to Year 6 children.		Linguistic: children to read explanations to each other (focus on humour).	Cognitive: children to evaluate language of their descriptions.	Social and Emotional: sharing writing with Year 3.
Spelling Focus (Grammarsaurus): 	Vowels and Consonants Compound Words Morphology	1. Non Chronological Morpheme Assessment. 2. Teach: 	1. Recount Morpheme Assessment. 2. Teach: 	1. Setting Morpheme Assessment. 2. Teach: 	



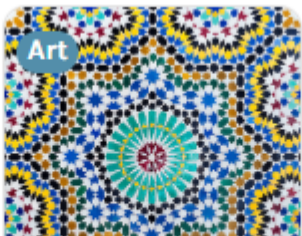
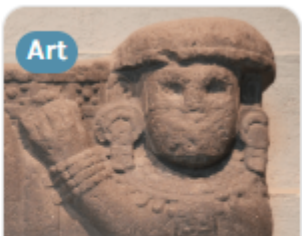
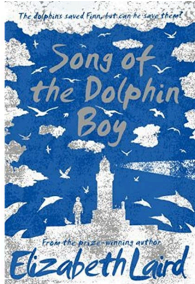
Year 4 English Curriculum Overview

Spring Term

Projects:	 Geography Misty Mountain...  Science States of Matter  Art Vista  D&T Functional and ...  Science Grouping and C...  Art Animal				
Whole Class Reading:					
Poetry:	Published Poet: The River by Valerie Bloom – Link to River topic learning				
Text Type:	Narrative- 5 Part Story with a focus on characterisation	Recount - Diary Writing	Biography- link to Misty Mountain Project	Information- Creature Profile	
Purpose:	To Entertain	To Recount	To Recount	To Inform	
Writing Outcome:	Children write a 5 part story about a refugee who has to leave his/her country and move to the UK. Share across Year Group	Linking to Boy at the Back of the Class, children to write diary entries, taking on the role of characters from the story.	Children to write about the first person to climb Mount Everest - Sir Edmund Hillary. Share with Year 5	Taking inspiration from Razvani the Fire-Fiend from The Firework-Maker's Daughter, children can create their own magical, elemental beast (e.g., an Ice-Fiend, a Storm-Serpent, or a Shadow-Stalker).	
Core Grammar Skills to Focus on:	- FANTASTICS- senses - ASPICE - Different ways to start a sentence - Expanded Noun Phrases - SHOW not TELL - Nouns and Pronouns for cohesion - Repetition Sentences - Inverted commas for direct speech - Commas in a list	Non-Fiction Structure: - Date/Time - Salutation - Events in the order they happened - Concluding Paragraph - Sign off - FANTASTICS- senses - ASPICE - Different ways to start a sentence - First Person Pronouns and Past Tense - Subordinating Conjunctions - AWHITEBUS - Opportunity to explore different tenses e.g. past progressive / past perfect / present perfect	Non-Fiction Structure: - Title - Introductory/Overview Paragraph - Key Event Paragraphs (childhood events, early life and achievements, later life and achievements) - Concluding Paragraph - Adverbials to show TIME (several years later) and PLACE (across the ravine etc) - Expanded Noun Phrases - Nouns and Pronouns for cohesion - Subordinating Conjunctions - AWHITEBUS	Non-Fiction Structure: - Title - Animal Name - Classification/Context - introduce animal - Key Feature Paragraphs - Summary Statement - Diagram - what does your creature look like? - Present Tense (is, are, flows, erupts etc.) - Subordinating Conjunctions for Time (when, before, after, while, until) and Cause (because, as) - Fronted Adverbials to show Sequence e.g. first, next, over time etc. - Technical Vocabulary e.g. magma, crater etc. - Expanded Noun Phrases - Prepositions for Place e.g. deep beneath, inside, through etc.	
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing to Year 4 children.	Linguistic: children to read out diaries out loud to the class.	Cognitive: children to read to children in Year 5.	Social and Emotional: sharing explanation texts across the year group.	
Spelling Focus (Grammarsaurus): 	1. Non Chronological Morpheme Assessment. 2. Teach: -ic -al	1. Instructions Morpheme Assessment. 2. Teach: -able -ible	1. Teach: kilo gram milli cent	1. Explanation Morpheme Assessment. 2. Teach: -ive -ty	Matrix application



Year 4 English Curriculum Overview

Summer Term					
Projects:	 History Ancient Civilisa...  Science Electrical Circu...  Art Islamic Art  D&T Tomb Builders  Art Statues, Statue...				
Whole Class Reading:			In the summer term, children to: - Be exposed to a range of poetry, analysing and performing - Be exposed to a range of narrative and non-fiction texts with specific, identified reading to target any identified next steps		
Poetry:	Free Verse: link to oceans and sustainability and the whole class text 'Dolphin Boy'				
Text Type:	Persuasion- Letter	Grammar	Narrative- Defeating the Monster Story	Narrative/Non-Fiction	
Purpose:	To Persuade		To Inform		
Writing Outcome:	Children to write a letter to try and persuade their Team teachers to do something e.g. extra play, film afternoon etc.	Due to Residential, this is a short term. Use time to revisit and review identified grammar focus for children. Outcomes of short burst writing could link to Class Guided Reading Text	Children to write their own 'Defeating the Monster' story - inspired by Howard Carter and the Mummy	Teachers to choose a Picture Book as a stimululs for children to write a narrative or non-fiction outcome based on this.	
Core Grammar Skills to Focus on:	Non-Fiction Structure: - Address and Date - Greeting - Introductory Paragraph - Main Body - Closing Paragraph - Sign Off - Fronted Adverbials to show Time/Sequence (First) Additon (Also, In addition etc.) and Cause and Effect (As a result, this causes etc) - Formal Vocabulary - Subordinate Conjunctions- AWHITEBUS - Range of sentences- simple, compound, complex. - Rhetorical Questions	Use class assessment to choose appropriate grammar.	Underlying Structure to Follow: - MC swaps an item to start the adventure. - MC finds treasure- setting described. - Monster is unleashed. - MC and monster chase/battle. - Curse is ended. (Could change- setting, monster or/and hero) - FANTASTICS- senses - ASPICE - Different ways to start a sentence 3_ed sentence - Subordinate Conjunctions- AWHITEBUS - Inverted Commas for Speech - Sentence of three for description - Expanded Noun Phrases	Teachers to use their assessment information to plan in opportunites for children to apply identified writing skills.	
Core Oracy Skills Focus:	Physical: opportunities for children to read and perform letters out loud.	Linguistic: short burst writing, shared in class.	Cognitive: children to read stories across year group.		Social and Emotional: sharing writing created, inspired by their picture book focus.
Spelling Focus (Grammarsaurus):	1. Poetry Morpheme Assessment. 2. Teach: 	1. Persuasive Letter Morpheme Assessment. 2. Teach: 	1. Teach: 	1. Narrative Morpheme Assessment. 2. Teach: 	1. Science Morpheme Assessment. 2. Teach:  Matrix application



Year 4 English Curriculum Overview

Year 4 Writing Progression Poster

Time	Reason	Manner	Place
Time Adverbs Then, Next, Finally, Soon, First, Now, Suddenly, Immediately,	Adverbs/Adverbials for addition Also, Another thing, In addition, Additionally,	How adverbs Quickly, Slowly, Unluckily, Unfortunately, Sadly,	Where Adverbials In front of... Next to... On the... Behind the... In the... By the side of... At... Underneath... Towards... Beneath... Beyond...
Time Adverbial Phrases Once upon a time, Early one morning, At that moment,	Adverb/Adverbials to change direction However, On the other hand,	How often adverbs Usually, Sometimes,,	

Subordinating Conjunctions

A- after as although
Wh- when
I- if
T- that
E- even though
B- because before
U- until unless
S- since

Sentence Types

Statement
Harry woke up.

Command
Tidy your room.

Exclamations
What a lovely day it is!
How lovely it is to see you today!

Questions and Rhetorical Questions
What was that noise?

Simple sentence embellished with adverbial phrases
At midnight, Harry ran through the castle in fear.

Embellished Simple Sentence of 3 for description
Harry was dressed in a dark cloak, curly shoes and a crooked hat.

Compound Sentence to join two clauses (using Coordinating Conjunctions)
Tim was exhausted so he collapsed into bed.

Short, simple sentences for impact
The door slammed shut.

Complex sentence (using subordinating Conjunctions)
After the rain stopped, they went out to play.
They went out to play after the rain stopped.

Sentence of 3 for action and pace or for emphasis
Tim dashed home, collapsed in his chair and slurped his tea.

Complex sentence with embedded -ing clause
Tim, running along, tripped over.

Expanded simple sentences for description (using with, in on)
The grotesque, malicious witches with green skin cackled.

Coordinating Conjunctions

F - for
A - and
N - nor
B - but
O - or
Y - yet
S - so

Punctuation

. ! ? , ' "

Add a pinch of SPICE

Never begin a sentence in the same way!

- Simile adverbials
- Preposition (time, place, direction)
- ing Expanded verb
- Conjunction (Subordinating)
- ed Expanded verb

4

National Curriculum Expectations	Example Sentences
Grammar objectives: Sentence - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Fronted adverbials Punctuation - Use of inverted commas and other punctuation to indicate direct speech - Apostrophes to mark plural possession - Use of commas after fronted adverbials	- After saying farewell to his mother, Jack carefully climbed the gigantic beanstalk until he reached the magnificent castle in the clouds. - Moments later, Jack realised the danger he was in. - When he eventually reached the top of the gigantic beanstalk, Jack was exhausted. "Help me!" shouted Jack, as he ran from the giant. "You've sold our cow for beans, son?" questioned his mother, angrily.

Small steps in learning – paragraphing through Year 4

Prior knowledge/ learning experiences:

- Use of paragraphs as a way of grouping related material, supported by the use of headings and subheadings in non-fiction
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use of coordinating and subordinating conjunctions to link ideas within and between sentences

- Use of paragraphs to organise ideas around a theme in non-fiction work.



Year 4 English Curriculum Overview

- In fiction work, paragraph shifts indicate a change in setting, speaker or time rather than just reflecting stages in planning.

Small steps in learning – expanded noun phrases through Year 4

Is able to use *prepositions* orally to provide further detail about the place/ position (e.g. the tree *behind* the church, the tadpole *in* the pond, the journey *to* Cornwall), or the time of a noun (e.g. the hour *before* sunset, the morning *of* Christmas Day, several years *since* the war)

Is able to use the terms preposition and preposition phrase, adjective, noun and noun phrase confidently and accurately when talking about their reading and writing.

Understands that preposition phrases can be used to create expanded noun phrases and as adverbials to indicate time, place and cause.

Adds details through the use of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.

Is able to combine the different ways that they have been taught to expand nouns within their sentences, sometimes varying the position to form fronted adverbials.
e.g. During the most terrifying battle of the war, the fearsome warriors struggled to defeat the Trojans.

Small steps in learning – adverbials through Year 4

- Recapping what we mean by an adverbial – the way that writers tell their readers where, when and why the action of the main verb is happening.
- Through their reading, pupils explore how authors change the positions of adverbials and how that impacts on the reading of a sentence.
- Exploring the fronting of adverbials in our own sentences, and how that impacts on the meaning.
- Exploring the differences in vocabulary choices in adverbials in fiction and non-fiction, and applying this in their writing.
- Pupils punctuate fronted adverbials with a comma.
- Pupils can use a range of fronted adverbials in their fiction and non-fiction writing.

Small steps in learning – speech punctuation through Year 4

- Question marks and exclamation marks within the inverted commas.
- Punctuation of a ‘full stop’ sentence within inverted commas (full stop → comma)
- New speaker, new line rule in dialogue
- Using adverbs to modify speech verbs



Year 4 English Curriculum Overview

- Punctuating sentences where the reporting clause comes before the spoken words.
- Punctuating sentences where the reporting clause splits the spoken words.
- Pupils can use inverted commas and other punctuation to indicate direct speech.