


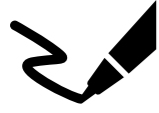


Year 4 English Overview

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Theme 	Significance (REACH Values) 	Change and Continuity (History) 	Sustainable Development (Eco) 	Expressive Arts (Poetry) 	Location and Place (Geography) 	Awe and Wonder
English lesson Text/visual stimulus 	<p>La Luna – short animation</p> <p>Charlie and the Chocolate Factory by Roald Dahl</p>	<p>Escape to Pompeii by Christina Balit</p> <p>Great Women who made History (non-fiction) by Kate Peckford</p> <p>Queen of Darkness by Tony Bradman</p>	<p>The Tin Forest – by Helen Ward</p> <p>The Lion, The Witch & The Wardrobe by C.S.Lewis (archaic text)</p>	<p style="color: #e91e63; text-align: center;">Take One Book Week</p> <p>Zombierella by Joseph Coelho</p>	<p>Beowulf by Micheal Morpurgo</p> <p>Aladdin by Philip Pullman</p>	<p>The Iron Man by Ted Hughes</p>
Story Time Spine Protective Characteristics 	<p>(non-linear text)</p> <p style="color: #0070c0; text-align: center;">Age</p>	<p style="color: #0070c0; text-align: center;">Disability</p>	<p style="color: #0070c0; text-align: center;">Race & Religion or Belief</p>	<p style="color: #0070c0; text-align: center;">Disability</p>	<p style="color: #0070c0; text-align: center;">Marriage and civil partnership & Sexual Orientation</p>	<p style="color: #0070c0; text-align: center;">Race & Religion or Belief</p>
Writing Outcomes <p style="color: #0070c0;">LKS2: Writing to entertain, inform or persuade.</p>	<p style="color: #0070c0;">Writing to entertain</p> – narrative about the boy's first day at work with his father & grandfather (La Luna) <p style="color: #0070c0;">Writing to inform</p> – explanation text (chocolate machine)	<p style="color: #0070c0;">Writing to inform</p> – newspaper article about the Mount Vesuvius eruption <p style="color: #0070c0;">Writing to inform</p> – biography (Boudicca)	<p style="color: #0070c0;">Writing to persuade</p> – advert encouraging others to protect an area in the local environment (based on the Tin Forest) <p style="color: #0070c0;">Writing to entertain</p> – Setting description (based on The Lion, The Witch & The Wardrobe)	<p style="color: #0070c0;">Writing to entertain</p> – fairytale gone bad (including poetic devices) <p style="color: #0070c0;">Writing to entertain</p> – playscript inspired by Zombierella	<p style="color: #0070c0;">Writing to inform</p> – diary entry (Beowulf) <p style="color: #0070c0;">Writing to entertain</p> – narrative (Aladin)	<p style="color: #0070c0;">Writing to inform</p> – a set of instructions to put the Iron Man back together <p style="color: #0070c0;">Writing to persuade</p> – a letter from Hogarth to the Iron Man asking for forgiveness

Reading focus 	✓	2a give / explain the meaning of words in context	2a give / explain the meaning of words in context	2a give / explain the meaning of words in context	2a give / explain the meaning of words in context	2a give / explain the meaning of words in context	2a give / explain the meaning of words in context	2a give / explain the meaning of words in context	
		2b retrieve and record information / identify key details from fiction and non-fiction	2b retrieve and record information / identify key details from fiction and non-fiction	2b retrieve and record information / identify key details from fiction and non-fiction	2b retrieve and record information / identify key details from fiction and non-fiction	2b retrieve and record information / identify key details from fiction and non-fiction	2b retrieve and record information / identify key details from fiction and non-fiction	2b retrieve and record information / identify key details from fiction and non-fiction	
		2c summarise main ideas from more than one paragraph	2c summarise main ideas from more than one paragraph	2c summarise main ideas from more than one paragraph	2c summarise main ideas from more than one paragraph	2c summarise main ideas from more than one paragraph	2c summarise main ideas from more than one paragraph	2c summarise main ideas from more than one paragraph	
		2d make inferences from the text / explain and justify inferences with evidence from the text	2d make inferences from the text / explain and justify inferences with evidence from the text	2d make inferences from the text / explain and justify inferences with evidence from the text	2d make inferences from the text / explain and justify inferences with evidence from the text	2d make inferences from the text / explain and justify inferences with evidence from the text	2d make inferences from the text / explain and justify inferences with evidence from the text	2d make inferences from the text / explain and justify inferences with evidence from the text	
		2e predict what might happen from details stated and implied	2e predict what might happen from details stated and implied	2e predict what might happen from details stated and implied	2e predict what might happen from details stated and implied	2e predict what might happen from details stated and implied	2e predict what might happen from details stated and implied	2e predict what might happen from details stated and implied	
		2f identify / explain how information / narrative content is related and contributes to meaning as a whole	2f identify / explain how information / narrative content is related and contributes to meaning as a whole	2f identify / explain how information / narrative content is related and contributes to meaning as a whole	2f identify / explain how information / narrative content is related and contributes to meaning as a whole	2f identify / explain how information / narrative content is related and contributes to meaning as a whole	2f identify / explain how information / narrative content is related and contributes to meaning as a whole	2f identify / explain how information / narrative content is related and contributes to meaning as a whole	
		2g identify / explain how meaning is enhanced through choice of words and phrases	2g identify / explain how meaning is enhanced through choice of words and phrases	2g identify / explain how meaning is enhanced through choice of words and phrases	2g identify / explain how meaning is enhanced through choice of words and phrases	2g identify / explain how meaning is enhanced through choice of words and phrases	2g identify / explain how meaning is enhanced through choice of words and phrases	2g identify / explain how meaning is enhanced through choice of words and phrases	
		2h make comparisons within the text	2h make comparisons within the text	2h make comparisons within the text	2h make comparisons within the text	2h make comparisons within the text	2h make comparisons within the text	2h make comparisons within the text	
Opportunities for oracy 	TBC	TBC	TBC	TBC	TBC	TBC	TBC		
Grammar and Punctuation 	Text Structure Use of paragraphs to organise ideas around a theme. Choice of pronoun or noun across/within sentences to aid cohesion and avoid repetition.		Sentence construction Noun phrases expanded by the addition of adjectives, nouns and preposition phrases (e.g. The teacher = the strict maths teacher with curly hair). Fronted adverbials (<u>Later that day</u> , I heard the news).		Word Structure/Language Grammatical difference between plural and possessive –s. Standard English verb forms instead of local spoken forms (we were instead of we was).		Punctuation Inverted commas and related punctuation for direct speech (comma after reporting clause, end punctuation within inverted commas). Apostrophes to mark plural possession. Use of commas after fronted adverbials.		Terminology determiner, pronoun, possessive pronoun, adverbial
Spelling 	Spelling Shed Stage 4 – lists 1 to 6	Spelling Shed Stage 4 – lists 7 to 12	Spelling Shed Stage 4 – lists 13 to 19	Spelling Shed Stage 4 – lists 20 to 26	Spelling Shed Stage 4 – 27 to 32	Spelling Shed Stage 4 – lists 33 to 36			