

### English Curriculum Overview – Year 4

Autumn 1		
Topic	South America	
Whole Class Reading Texts	<b>Middleworld</b>	
Key Text(s)	<b>Middleworld</b>	<b>Middleworld</b>
Key Genre(s)	<b>Informal Letter</b>	<b>Narrative: story with a dilemma</b>
Key Skills	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	To write narratives with a clear beginning, middle and end with a coherent plot.
	To write narratives with a clear beginning, middle and end with a coherent plot.	To proofread confidently & amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs & subjects do not agree or lapses in tense.
	To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.	
	To maintain an accurate tense throughout a piece of writing.	
	To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	To consistently organise their writing into paragraphs around a theme.
Spelling Focus	To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell all of the Year 3 and 4 statutory spelling words correctly.	

Autumn 2		
Topic	The Mayans	
Whole Class Reading Texts	<b>Middleworld</b>	
Key Text(s)	<b>Stone for Sasha</b>	<b>Stone for Sasha</b>
Key Genre(s)	<b>Diary Entry</b>	<b>Narrative Setting description</b>
Key Skills	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	Write a range of narratives & non-fiction pieces using a consistent & appropriate structure (inc. genre-specific layout devices).

	To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.	To write narratives with a clear beginning, middle and end with a coherent plot.
	To consistently organise their writing into paragraphs around a theme.	Proofread confidently & amend own & others' writing, e.g. add nouns/pronouns to avoid repetition, recognising where verbs & subjects don't agree or lapses in tense.
	To maintain an accurate tense throughout a piece of writing.	To create more detailed settings, characters & plot in narratives to engage the reader.
	To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	To consistently organise their writing into paragraphs around a theme.
	To use the full range of punctuation from previous year groups.	To maintain an accurate tense throughout a piece of writing.
	To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.	To use the full range of punctuation from previous year groups.
		Expand noun phrases regularly with the addition of modifying adjectives & prepositional phrases, e.g. the strict teacher with curly hair.
		Regularly choose nouns or pronouns appropriately to aid cohesion & avoid repetition, e.g. he, she, they, it.
		To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
Spelling Focus	To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.	

<b>Spring 1</b>		
Topic	Anglo-Saxons and Vikings	
Whole Class Reading Texts	<b>How to Train Your Dragon</b>	
Key Text(s)	<b>How to Train Your Dragon</b>	
Key Genre(s)	<b>Poetry</b>	<b>Newspaper Report</b>
Key Skills	To write a range of narratives & non-fiction pieces using a consistent & appropriate structure (including genre-specific layout devices).	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
	To use all the necessary punctuation in direct speech mostly accurately.	To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.

	To expand noun phrases regularly with the addition of modifying adjectives & prepositional phrases, e.g. the strict teacher with curly hair.	To consistently organise their writing into paragraphs around a theme.
	To regularly choose nouns or pronouns appropriately to aid cohesion & avoid repetition, e.g. he, she, they, it.	To maintain an accurate tense throughout a piece of writing.
		To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
		To use the full range of punctuation from previous year groups.
		To use all the necessary punctuation in direct speech mostly accurately.
		To use apostrophes for singular and plural possession with increasing confidence.
		To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
<b>Spelling Focus</b>	<p>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</p> <p>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</p> <p>To spell homophones correctly, e.g. which and witch.</p> <p>To spell all of the Year 3 and 4 statutory spelling words correctly.</p>	

<b>Spring 2</b>	
<b>Topic</b>	Anglo-Saxons and Vikings
<b>Whole Class Reading Texts</b>	<b>How to Train Your Dragon- Cressida Cowell</b>
<b>Key Text(s)</b>	<b>How to Train Your Dragon- Cressida Cowell</b>
<b>Key Genre(s)</b>	<b>Narrative: Myths and Legends</b>
<b>Key Skills</b>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To consistently organise their writing into paragraphs around a theme.</p>

	To maintain an accurate tense throughout a piece of writing.
	To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
	To write narratives with a clear beginning, middle and end with a coherent plot.
	To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
	To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
	To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
	To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
	To create more detailed settings, characters and plot in narratives to engage the reader.
	To use the full range of punctuation from previous year groups.
	To spell all of the Year 3 and 4 statutory spelling words correctly.
Spelling Focus	To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly.

Summer 1		
Topic	<b>Rainforests</b>	
Whole Class Reading Texts	<b>The Explorer</b>	
Key Text(s)	<b>The Explorer</b>	
Key Genre(s)	<b>Narrative: Setting Description</b> <b>Non-chronological Reports</b>	
Key Skills	Write a range of narratives & non-fiction pieces using a consistent & appropriate structure (inc. genre-specific layout devices).	Write a range of narratives & non-fiction pieces using consistent & appropriate structure (inc. genre-specific layout devices).
	To write narratives with a clear beginning, middle and end with a coherent plot.	Proofread confidently & amend own & others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs & subjects do not agree or lapses in tense.
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	To maintain an accurate tense throughout a piece of writing.	To maintain an accurate tense throughout a piece of writing.
	To use the full range of punctuation from previous year groups.	To use all the necessary punctuation in direct speech mostly accurately.
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	Expand noun phrases regularly with the addition of modifying adjectives & prepositional phrases, e.g. the strict teacher with curly hair.	
	Regularly choose nouns or pronouns appropriately to aid cohesion & avoid repetition, e.g. he, she, they, it.	
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.		
Spelling Focus	To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all of the Year 3 and 4 statutory spelling words correctly.	

Summer 2		
Topic	<b>Rainforests</b>	
Whole Class Reading Texts	<b>The Explorer</b>	
Key Text(s)	<b>The Explorer</b>	
Key Genre(s)	<b>Persuasive Writing</b>	<b>Instructions</b>
Key Skills	Write a range of narratives & non-fiction pieces using consistent & appropriate structure (inc. genre-specific layout devices).	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
	To write narratives with a clear beginning, middle and end with a coherent plot.	To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
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	To maintain an accurate tense throughout a piece of writing.	To use apostrophes for singular and plural possession with increasing confidence.
	To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
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	To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	
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