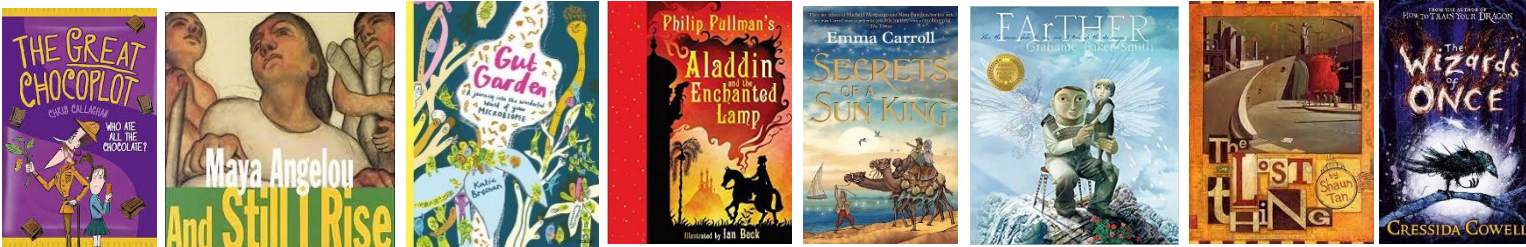


## Literacy Year 4 – Yearly Overview



Appro Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	<b>Mystery Narrative:</b> The Great Chocoplot by Chris Callaghan			<b>Poetry:</b> Still I Rise <b>National Poetry Day</b> 5.10.23			<b>Explanation:</b> based on Gut Garden - A Journey into the Wonderful World of your Microbiome by Katie Brosnan				<b>Traditional Tale:</b> Aladdin and the Enchanted Lamp by Philip Pullman				
Spring	<b>Diary entry:</b> based on the book 'Secrets of a Sun King' by Emma Carrol					<b>Persuasive advert:</b> An Alternative to Plastic Straws - Stroodles			<b>Poetry:</b> The River by Valerie Bloom						
Summer	<b>Legacy Story:</b> Farther by Grahame Baker-Smith			<b>Poetry:</b> Performance Poetry			<b>Fantasy Narrative:</b> The Lost Thing by Shaun Tan				<b>Newspaper report:</b> Wizards Of Once by Cressida Cowell				

The autumn term begins with an mystery narrative, "The Great Chocoplot" by Chris Callaghan, which introduces elements of character development, plot structure, and descriptive language. This prepares students for the poetry unit featuring "Still I Rise" by Maya Angelou, where they explore themes of resilience and analyse literary devices.

In the traditional tale genre, students encounter "Aladdin and the Enchanted Lamp" by Philip Pullman, building on their narrative skills and exploring cultural heritage. Moving into the spring term, students engage with diary entry writing based on "Secrets of a Sun King" by Emma Carroll, developing personal and reflective writing skills. They then delve into persuasive writing through creating adverts for an alternative to plastic straws, enhancing their ability to construct arguments and use persuasive language.

The poetry unit features "The River" by Valerie Bloom, exposing students to different poetic techniques and linguistic diversity. In the summer term, the legacy story genre is explored through "Farther" by Grahame Baker-Smith, fostering storytelling skills and reflection on personal connections. Performance poetry encourages students to experiment with spoken word and develop confidence in public speaking.

## Links to the National Curriculum

Autumn 1 - Reading and writing knowledge/skills	Autumn 2 - Reading and writing knowledge/skills
<p><b><u>Spoken Language</u></b></p> <ul style="list-style-type: none"><li>• Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</li><li>• Pupils should be taught to use relevant strategies to build their vocabulary.</li><li>• Pupils should be taught to articulate and justify answers, arguments and opinions.</li><li>• Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li><li>• Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li><li>• Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li><li>• Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</li><li>• Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates.</li><li>• Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</li><li>• Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</li><li>• Pupils should be taught to select and use appropriate registers for effective communication.</li></ul> <p><b><u>Writing Composition</u></b></p> <ul style="list-style-type: none"><li>• Pupils should be taught to write sentences by saying out loud what they are going to write about.</li><li>• Pupils should be taught to write sentences by composing a sentence orally before writing it.</li><li>• Pupils should be taught to write sentences by sequencing sentences to form short narratives.</li><li>• Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.</li></ul>	<p><b><u>Spoken Language</u></b></p> <ul style="list-style-type: none"><li>• Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</li><li>• Pupils should be taught to use relevant strategies to build their vocabulary.</li><li>• Pupils should be taught to articulate and justify answers, arguments and opinions.</li><li>• Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li><li>• Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li><li>• Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li><li>• Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</li><li>• Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates.</li><li>• Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</li><li>• Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</li><li>• Pupils should be taught to select and use appropriate registers for effective communication.</li></ul> <p><b><u>Writing Composition</u></b></p> <ul style="list-style-type: none"><li>• Pupils should be taught to write sentences by saying out loud what they are going to write about.</li><li>• Pupils should be taught to write sentences by composing a sentence orally before writing it.</li><li>• Pupils should be taught to write sentences by sequencing sentences to form short narratives.</li><li>• Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.</li></ul>

- Pupils should be taught to discuss what they have written with the teacher or other pupils.
- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

### Word

- The grammatical difference between plural and possessive—s

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]

### Punctuation

- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]
- Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]
- Use of commas after fronted adverbials

### Spelling Shed:

- Words that are homophones or near homophones
- Words with the prefix 'in-' meaning 'not'
- Words with the prefixes 'il-', 'im-' and 'ir-'
- Words with the prefix 'sub-' meaning 'below' or 'further divided'
- Words with the prefix 'inter-' meaning 'between' or 'among'
- Challenge words

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### Word

- The grammatical difference between plural and possessive—s
- Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

### Text

- Use of paragraphs to organise ideas around a theme

### Punctuation

- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]
- Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]
- Use of commas after fronted adverbials

### Spelling Shed:

- Words with the suffix '-ation'
- Words with the suffix '-ation'
- Words with the suffix '-ly'
- Words ending in '-lly'
- Words where 'ch' makes a /sh/ sound
- Challenge words

Spring 1 - Reading and writing knowledge/skills	Spring 2 - Reading and writing knowledge/skills
<p data-bbox="20 207 238 235"><b><u>Spoken Language</u></b></p> <ul data-bbox="62 242 1015 1035" style="list-style-type: none"><li>• Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</li><li>• Pupils should be taught to use relevant strategies to build their vocabulary.</li><li>• Pupils should be taught to articulate and justify answers, arguments and opinions.</li><li>• Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li><li>• Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li><li>• Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li><li>• Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</li><li>• Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates.</li><li>• Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</li><li>• Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</li><li>• Pupils should be taught to select and use appropriate registers for effective communication.</li></ul> <p data-bbox="20 1113 279 1142"><b><u>Writing Composition</u></b></p> <ul data-bbox="62 1149 1015 1362" style="list-style-type: none"><li>• Pupils should be taught to write sentences by saying out loud what they are going to write about.</li><li>• Pupils should be taught to write sentences by composing a sentence orally before writing it.</li><li>• Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.</li></ul>	<p data-bbox="1056 207 1274 235"><b><u>Spoken Language</u></b></p> <ul data-bbox="1098 242 2051 1035" style="list-style-type: none"><li>• Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</li><li>• Pupils should be taught to use relevant strategies to build their vocabulary.</li><li>• Pupils should be taught to articulate and justify answers, arguments and opinions.</li><li>• Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li><li>• Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li><li>• Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li><li>• Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</li><li>• Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates.</li><li>• Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</li><li>• Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</li><li>• Pupils should be taught to select and use appropriate registers for effective communication.</li></ul> <p data-bbox="1056 1113 1315 1142"><b><u>Writing Composition</u></b></p> <ul data-bbox="1098 1149 2051 1362" style="list-style-type: none"><li>• Pupils should be taught to write sentences by saying out loud what they are going to write about.</li><li>• Pupils should be taught to write sentences by composing a sentence orally before writing it.</li><li>• Pupils should be taught to write sentences by sequencing sentences to form short narratives.</li></ul>

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- The grammatical difference between plural and possessive—s
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### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

### Punctuation

- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
- Use of commas after fronted adverbials

### Spelling Shed:

- Words ending in '-sion'
- Words ending in '-ous'
- Words ending in '-ous' including those where 'ge' from the base word remains
- Words where a suffix is added to words ending in 'y'
- Words ending in '-ious' and '-eous'
- Challenge words

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- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

### Spelling Shed:

- Words where 'au' makes an /or/ sound
- Words ending in '-tion'
- Words ending in '-ssion'
- Words ending in '-cian'
- Words that are adverbs of manner
- Challenge words

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### Sentence

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### Text

- Use of paragraphs to organise ideas around a theme

### Punctuation

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### Spelling Shed:

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- Words with ‘c’ before ‘i’ and ‘e’
- Words containing ‘sol’ and ‘real’
- Words containing ‘phon’ and ‘sign’
- Words with the prefixes ‘super-’, ‘anti-’ and ‘auto-’
- Words with the prefix ‘bi-’ meaning ‘two’

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### Spelling Shed:

- Challenge words
- Words that are plurals with possessive apostrophes
- Revision Words





