



Curriculum Overview for English

Year 4

Year 4	Autumn					Spring				Summer			
	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
Genres	Narrative Stories with historical settings	Non Fiction Poetry (2 weeks) Creating Images Recounts, newspapers and magazines (Incidental Writing based on Whole class novel)		Incidental Writing based on Whole class novel	Narrative Stories set in imaginary worlds Incidental Writing based on Whole class novel	Non-Fiction Information Texts	Narrative Stories from other cultures	Poetry (2 weeks) Exploring From Incidental Writing based on Whole class novel	Non-Fiction Explanation Texts Incidental Writing based on Whole class novel	Narrative Stories which raise issues/ dilemmas	Non-Fiction Persuasive Texts	Narrative Plays	Poetry (2 weeks) Poet appreciation Incidental Writing based on Whole class novel
Books/ resources to use	TFW- My Friend Walter	Matilda-VIPERS	The Christmasaurus A Range of Incidental Writing Matilda VIPERS	The Christmasaurus A Range of Incidental Writing Matilda VIPERS	The Christmasaurus A Range of Incidental Writing Matilda VIPERS	<i>The Truth about Mountain Ogres - Talk for Writing unit (or Rivers)</i> The Firework Makers Daughter-VIPERS	TFW Text The Firework Makers Daughter-VIPERS	See Westcliff's Poetry Spine The House at the Edge of Magic VIPERS	The House at the Edge of Magic The House at the Edge of Magic VIPERS	Voices in the Park TFW Bills New Frock-VIPERS	Bills New Frock-VIPERS	Charlotte's Web-Playscript Charlotte's Web-VIPERS	A Range of Incidental Writing Charlotte's Web-VIPERS
<p>Week Beginning: 04.10.22- SPaG Focus 06.10.22-National Poetry Day 10.10.22-Poetry Focus- See Westcliff Poetry Spine</p>													
Autumn Assessment Assessment Week- 28th November-2nd December 2022 Star Reader/Early Reader Assessments Not As We Know It Test Writing Assessment (assess independent pieces of writing "Show what you know writes") DC1-5th December 2022					Spring Assessment Assessment Week- 13th-17th March 2023 Star Reader/Early Reader Assessments Not As We Know It Test Writing Assessment (assess independent pieces of writing "Show what you know writes") DC 2-20th March 2023					Summer Assessment Assessment Week- 19th June-23rd June 2023 Star Reader/Early Reader Assessments Not As We Know It Test Writing Assessment (assess independent pieces of writing "Show what you know writes") DC 3-26th June 2023			

Reading	Speak confidently about texts. I really like the part when... The scariest/funniest part ...	Identify key vocab and discuss possible meanings	Use the first three letters to locate words in a dictionary. Demonstrate active reading strategies and capture in reading journals.	Prepare a poem to perform to the class. Perform with expression.	Orally retell a range of stories engaging the listener. Make predictions from different parts of the story.	Analyse and evaluate texts looking at language, structure, and presentation.	Orally respond to stories. Distinguish between information which is stated and that which is implied. Identify and discuss themes.	Prepare a poem to perform to another class or assembly. Ide	Work out the meaning of unfamiliar vocabulary Justify responses to the text. (Point and evidence)	Demonstrate active reading strategies and capture in reading journals. Identify and compare themes across more than one text.	Analyse and evaluate texts looking at language, structure and presentation.	Prepare a script to perform to another class or assembly Use text marking/colour coding to support rehearsal..	Prepare a poem to perform and learn by heart. Perform to the audience showing understanding through intonation, tone, volume and action.	
Spellings	See Jane Considine Spelling Curriculum													
GPS focus	<ul style="list-style-type: none"> • Create and use sentences with an adverb starter e.g. <i>Cautiously, Lila approached the fire fiend.</i> Use a comma after an adverb starter. • Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Use a comma after the fronted adverbial. • Use inverted commas to punctuate direct speech (speech marks). <hr/> <ul style="list-style-type: none"> • Identify, select and effectively use pronouns e.g. <i>third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its).</i> • Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. • Explore, identify and use Standard English verb inflections in writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. 					<ul style="list-style-type: none"> • Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> Use a comma to separate the clauses. • Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> Use a comma after the fronted adverbial. • Use commas after fronted adverbials. <hr/> <ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i> • Identify, select and effectively use pronouns e.g. <i>second person in persuasion (you, your, yours).</i> • Explore, identify, collect and use noun phrases e.g. <i>the pale-faced boy with hair like straw.</i> • Use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. 					<ul style="list-style-type: none"> • Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed at the horizon.</i> Use a comma to separate the clauses. • Create sentences with fronted adverbials for when and where e.g. <i>Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared.</i> Use commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something. <hr/> <ul style="list-style-type: none"> • Identify, select and effectively use pronouns e.g. <i>first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us, our, ours).</i> • Explore, identify, collect and use noun phrases e.g. <i>Mowzer watched the boat out in the ocean. Franny was particularly fond of the folk from up the tree.</i> 			
Planning	Identify purpose and audience for writing. Discuss the vocabulary	Identify purpose for writing. Discuss the vocabulary and structure needed. Plan to include paragraphs	Identify purpose for writing. Discuss the vocabulary, grammar and structure needed. Discuss and record ideas for planning using a range of formats.	Identify purpose for writing. Discuss structure of poem, vocab and grammar.	Identify purpose for writing. Discuss the vocabulary, grammar and structure needed. Discuss and record ideas for planning using a range of formats	Identify target audience. Plan to include fronted adverbials. Carefully select effective use of pronouns.	Record planning using story mountains/creating a plot Plan to make effective use of noun phrases..	Drawing upon poems read, plan to include similar poetic form.	Discuss planning with a peer and record ideas. Plan to use specific vocabulary choices.	Identify the purpose and audience for the writing. Carefully consider structure and vocabulary. Discuss and record ideas for planning.	Use specific planning templates to suit non-fiction text. Plan to develop vocabulary and make careful choices about when words are most appropriate.	Discuss the purpose of the writing and how layout differs to other genres. Record ideas for planning a play script.	Experiment with word combinations, rhyme, rhythm, alliteration, syllable count.	
Drafting and writing	Develop characterisation using action and description.	Improve a passage prepared by the teacher. Use paragraphs to organise writing, linking ideas across paragraphs.	Improve a passage prepared by the teacher with a focus on different sentence structures. Use paragraphs to organise writing, linking ideas across		Develop characterisation using action, dialogue and description. Improvise and compose dialogue between two characters. Link ideas across	Link ideas across paragraphs using fronted adverbials. Use paragraphs to organise writing.	Develop settings using vocabulary to create emphasis, humour, atmosphere or suspense. During composition, use different sentence structures.	Use effective vocabulary choices.	Confidently use fronted adverbials to link ideas. Develop vocabulary. Use a range of sentence structures. Include paragraphs.	Plan and write an opening paragraph which combines setting and characters. Improvise dialogue, demonstrating standard English. Edit and improve your own writing independently	Plan and write an effective opening. Improvise dialogue, demonstrating standard English. Edit and improve your own writing independently	Improvise and compose dialogue.	During and after composition, independently, edit and improve my own writing.	

			paragraphs using fronted adverbials.		paragraphs using fronted adverbials.		Use paragraphs. Improve and compose dialogue to show a character's feelings.			Edit and improve your own writing independently by using different sentence structures. Use paragraphs to organise writing, linking paragraphs with fronted adverbials.	by using		
Editing and Evaluation	Ask a friend to proofread to check for errors in spellings, grammar and punctuation.	Independently proofread to check for errors in spellings, grammar and punctuation.	Discuss your own writing with the teacher and make some improvements .		Discuss your own writing with a peer and make some improvements Check for suitable use of fronted adverbials.	Proofread as class piece to check for errors in spellings, grammar and punctuation	Proofread to check for errors in spellings, grammar and punctuation in my own work.	Discuss changes with a partner.	Proofread my partner's writing and suggest improvements .	Discuss and propose changes to your own and to other's writing with a small group.	Proof-read to check for errors in spelling, grammar and punctuation. With a focus on audience and purpose, discuss and propose changes with partners and in small groups.	Improve writing in the light of evaluation	Experiment with different word choices.
Performing	Use appropriate intonation, tone and volume to present their writing to a group	Use appropriate intonation, tone and volume to present their writing to the class		Use appropriate intonation tone, and volume.	Use appropriate intonation, tone and volume to present their writing to the class, or group.				Use appropriate intonation, tone and volume to present their writing to a range of audiences.	Use appropriate intonation, tone and volume to present their writing to a range of audiences.	Use the voice to respond to the use of standard and non standard English in their own writing.	Follow stage directions.	Use tone effectively when reading my poem aloud.