

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Reading</b></p> <p><b>Shared Reading:</b></p> <p>(Type of text Fiction Non-Fiction Poetry)</p>	 <p>Christophe's Story by Nicki Cornwell (Fiction)</p>	 <p>The pebble in my pocket by Meredith Hooper (Narrative Non-Fiction)</p> <p>Earthshake: Poems from the ground up By Lisa Westberg Peters (Poetry)</p>	 <p>I believe in unicorns By Michael Morpurgo (Fiction)</p>	 <p>Fantastically great women who changed the world By Kate Pankhurst (Non-Fiction)</p> <p>Herstory By Katherine Halligan (Non-Fiction)</p>	 <p>The iron man by Ted Hughes (Fiction)</p> <p>Robotics for kids By Satinder Sharma (Non-Fiction)</p>	 <p>The children of the Benin Kingdom by Dinah Orji (Fiction)</p> <p>The Benin Bronze By George the poet (Poem)</p> <p><a href="https://thekidshouldseethis.com/post/the-benin-bronze-a-poem-by-george-the-poet#:~:text=Speaking%20from%20the%20perspective%20of%20poem%20titled%20The%20Benin%20bronze">https://thekidshouldseethis.com/post/the-benin-bronze-a-poem-by-george-the-poet#:~:text=Speaking%20from%20the%20perspective%20of%20poem%20titled%20The%20Benin%20bronze</a></p>
<p><b>Reading focus/ NC Coverage:</b></p>	<ul style="list-style-type: none"> <li>Predicting</li> <li>Empathising with character</li> <li>Recall key events</li> <li>Identifying main ideas/themes</li> <li>Evaluate Author's choice of language</li> </ul>	<ul style="list-style-type: none"> <li>Identifying main ideas/themes</li> <li>Retrieve and record information</li> <li>Comparing/contrasting books/poems</li> <li>Inference</li> <li>Structure and presentation contributing to meaning</li> <li>Justifying answers with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Developing vocabulary</li> <li>Retrieval</li> <li>Inference skills</li> <li>Predicting</li> <li>Evaluate Author's choice of language</li> <li>Distinguish between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval</li> <li>Summarising</li> <li>Asking questions to improve understanding</li> <li>Use dictionaries</li> <li>Retrieve and record information from non-fiction</li> <li>Comparing/contrasting books</li> </ul>	<ul style="list-style-type: none"> <li>Choice of vocabulary</li> <li>Discuss words/phases used to capture imaginations</li> <li>Prediction</li> <li>Inference skills</li> <li>Comparing and contrasting texts</li> <li>Scanning and skimming</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Identifying themes</li> <li>Meaning of words in context</li> <li>Inference</li> <li>Language structures</li> <li>Recognising different forms of poetry</li> </ul>
<p><b>Curriculum links:</b></p>	<p>Geography - The UK</p>	<p>Geography - Mountains, volcanos and earthquakes</p>		<p>History - Made in Dagenham (Local History Study-People) Computing - PowerPoint</p>	<p>Science - Electricity Computing - Programming/ creating media (audio)</p>	<p>History - The Kingdom of Benin (a contrast with British history)</p>



2023 - 2024

# Year 4 English Overview

<p><b>English</b></p> <p><b>Writing genre:</b></p> <p><i>(Type of writing Fiction Non-Fiction Poetry)</i></p>	<ul style="list-style-type: none"> <li>Diary writing <i>(Non-Fiction/Fictional)</i></li> <li>Narrative - part of a story including character description <i>(Fiction)</i></li> <li>Interview <i>(Non-Fiction/Fictional)</i></li> </ul>	<ul style="list-style-type: none"> <li>Explanation - leaflet (based on geography) <i>(Non-Fiction)</i></li> <li>Short story (themed) <i>(Fiction)</i></li> <li>Poetry (Form/structure)</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive writing <i>(Fiction)</i></li> <li>Note-taking</li> <li>Non-chronological report writing <i>(Non-Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Newspaper report <i>(Non-Fiction)</i></li> <li>Note-taking</li> <li>Biography/brochure/persuasion (PP) (On chosen historical figure) <i>(Non-Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative - Setting description (imaginary world). Ending on a cliff hanger with speech <i>(Fiction)</i></li> <li>Instructions - how to build own Iron man/robot with electrics <i>(Non-Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative - Write a myth/legend from another culture. <i>(Fiction)</i></li> <li>Letter writing <i>(Non-Fiction/Fictional)</i></li> <li>Poetry (Imagery)</li> </ul>
<p><b>Writing focus/ NC Coverage:</b></p>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>Features of a diary entry</li> <li>Features of a story</li> <li>Layout of an interview</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary</li> <li>First person</li> <li>Past tense</li> <li>Complex sentences</li> <li>Subordinating conjunctions</li> <li>Descriptive techniques</li> <li>Direct/indirect speech</li> <li>Inverted commas</li> <li>Fronted adverbials</li> </ul>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>Research</li> <li>Features of an explanation text/leaflet</li> <li>Writing and performing poetry</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>Bullet points/colons</li> <li>Commas for lists</li> <li>Fronted adverbials</li> <li>Impersonal tone</li> <li>Similes, Metaphors, personification in a poem</li> <li>Create atmosphere</li> <li>Ellipses</li> </ul>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>Features of a non-chronological report</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Expanded noun phrases</li> <li>Modal verbs or adverbs to indicate degrees of possibility</li> <li>Co-ordinating and subordinate conjunctions</li> <li>Correct use of tense</li> <li>Adjectives, similes (and metaphors for challenge)</li> <li>Fronted adverbials</li> <li>Bullet points</li> <li>Show NOT tell</li> </ul>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>Features of a newspaper report</li> <li>Features of a biography/brochure/persuasion</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>Dictionary work</li> <li>Standard forms for verb inflections</li> <li>Apostrophes for possession</li> <li>Possessive pronouns</li> <li>Present perfect form of verbs /past tense</li> <li>Chronological order, time conjunctions/ fronted adverbials</li> <li>Persuasive features/language</li> <li>Conjunctions</li> <li>Imperative and modal verbs</li> </ul>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>Features of setting description</li> <li>Cliff hangers</li> <li>Features of instructions</li> <li>Research / notes</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>Descriptive language/build up:</li> <li>Adjectives</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Direct speech and inverted commas including correct layout</li> <li>Choosing nouns/pronouns - avoid repetition</li> <li>Purpose and language chosen carefully</li> <li>Show NOT tell</li> <li>Sequences</li> <li>Modal and imperative verbs</li> <li>Bullet points/colons/semi colons for lists</li> </ul>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>Features of myths/legends</li> <li>Features from stories from another culture</li> <li>Features of a letter</li> <li>Structure of stanza's e.g. pattern of 3</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>First person</li> <li>Past/ present tense</li> <li>Chronological order/ sequencing</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>Fronted adverbials and commas after</li> <li>4 'W's</li> <li>5 senses vocabulary - descriptions</li> <li>Descriptive/emotive language</li> <li>Language from the time period</li> <li>Sentence variation</li> <li>Wider range of conjunctions</li> <li>Similes, Metaphors, personification in a poem</li> <li>Create atmosphere</li> </ul>

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