

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Reading</p> <p>Shared Reading:</p> <p>(Type of text Fiction Non-Fiction Poetry)</p> |  <p>Christophe's Story by Nick 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>Varjak Paw By SF Said (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>https://thekidshouldseethis.com/post/the-benin-bronze-a-poem-by-george-the-poet#:~:text=Speaking%20from%20the%20perspective%20of%20a%20titled%20The%20Benin%20bronze</p> |
| <p>Reading focus/ NC Coverage:</p> | <ul style="list-style-type: none"> Predicting Empathising with character Recall key events Identifying main ideas/themes Evaluate Author's choice of language | <ul style="list-style-type: none"> Identifying main ideas/themes Retrieve and record information Comparing/contrasting books/poems Inference Structure and presentation contributing to meaning Justifying answers with evidence | <ul style="list-style-type: none"> Developing vocabulary Retrieval Inference skills Predicting Evaluate Author's choice of language Distinguish between fact and opinion | <ul style="list-style-type: none"> Retrieval Summarising Asking questions to improve understanding Use dictionaries Retrieve and record information from non-fiction Comparing/contrasting books | <ul style="list-style-type: none"> Choice of vocabulary Discuss words/phases used to capture imaginations Prediction Inference skills Comparing and contrasting texts Scanning and skimming Retrieve and record information from non-fiction | <ul style="list-style-type: none"> Identifying themes Meaning of words in context Inference Language structures Recognising different forms of poetry |
| <p>Curriculum links:</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> |



2024 - 2025

Year 4 English Overview

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

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