


Year 4 English Curriculum

	Autumn			
Curriculum focus/links	Terminology: determiner, pronoun, possessive pronoun, adverbial, tense			
Genre and Text/Focus	Non-fiction - Non-chronological report Dragons of the British Isles Tell Me a Dragon by Jackie Morris	Fiction - A Tale of Fear: Fantasy writing about dragons Malthor	Non-fiction - Non-chronological report Dragons of the British Isles Tell Me a Dragon by Jackie Morris	Fiction - A Tale of Fear: Fantasy writing about dragons Malthor
Writing Outcome	Children will be able to write a non-fiction chronological report.	Children will be able to write their own Tale of Fear fantasy story.	Children will be able to write a non-fiction chronological report.	Children will be able to write their own Tale of Fear fantasy story.
Vocabulary, Grammar and Punctuation	In non-narrative material, use simple organisational devices such as subheadings and headings Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - main clause + subordinating clause Begin to choose pronouns appropriately for clarity and cohesion and to avoid repetition Begin to distinguish the differences between Standard English and non-Standard English	Place the possessive apostrophe accurately in words with regular plurals (revise from Y3) Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - main clause + subordinating clause Organise paragraphs around a theme Use a range of adverbs and prepositions to express time and cause Begin to use fronted adverbials including the use of commas	In non-narrative material, use simple organisational devices such as subheadings and headings Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - main clause + subordinating clause Begin to choose pronouns appropriately for clarity and cohesion and to avoid repetition Begin to distinguish the differences between Standard English and non-Standard English	Place the possessive apostrophe accurately in words with regular plurals (revise from Y3) Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - main clause + subordinating clause Organise paragraphs around a theme Use a range of adverbs and prepositions to express time and cause Begin to use fronted adverbials including the use of commas
Transcription- handwriting	Pen Pals letter formation plus: <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 1 Introducing diagonal join from p and b to ascender: ph, pl, bl 2 Introducing diagonal join from p and b, no ascender: bbu, bi, be, pu, pi, pe 3 Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo,bs 4 Revising parallel ascenders and descenders: bb, pp 5 Break letters: x, z 6 Spacing in common exception words 7 Consistent size of letters 8 Relative size of capitals 9 Speed and fluency 10 End-of-term check			

Year 4 English Curriculum

<p>Transcription - spelling</p>	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Twinkl Autumn 1a Overview</p> <p>1. Words with /aw/ spelt with augh and au 2. Adding the prefix in- (meaning ‘not’ or ‘into’) 3. Adding the prefix im- (before a root word starting with ‘m’ or ‘p’) 4. Adding the prefix il- (before a root word starting with ‘l’) and the prefix ir- (before a root word starting with ‘r’) 5. Homophones & near homophones 6. Words with /shun/ endings spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’) 7. Review</p> <p>Twinkl Autumn 1b Overview</p> <p>1. Words with a /shuhn/ sound, spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’) 2. Words with a /shuhn/ sound, spelt with ‘ssion’ (if root word ends in ‘ss’ or ‘mit’) 3. Words with a /shuhn/ sound, spelt with ‘tion’ (if root word ends in ‘te’ or ‘t’ / or has no definite root) 4. Words with a /shuhn/ sound, spelt with ‘cian’ (if root word ends in ‘c’ or ‘cs’) 5. Words with ‘ough’ to make a long /o/, /oo/ or /or/ sound 6. Statutory Spellings Challenge Words 7. Review</p>			
<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including Floppy’s Phonics, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Comprehension</u></p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 			
<p>Reading spine text</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>
<p>Focus (highlight chosen</p>	<p>- Structure of text</p>	<p>- Structure of text</p>	<p>- Structure of text</p>	<p>- Structure of text</p>

Year 4 English Curriculum

focus)


- Role of character/issues/information
- Role of setting/mood/tone
- use of language, including figurative language
- writer's perspective

- Role of character/issues/information
- Role of setting/mood/tone
- use of language, including figurative language
- writer's perspective

- Role of character/issues/information
- Role of setting/mood/tone
- use of language, including figurative language
- writer's perspective

- Role of character/issues/information
- Role of setting/mood/tone
- use of language, including figurative language
- writer's perspective

Year 4 English Curriculum

	Spring			
Curriculum focus/links			Terminology: determiner, pronoun, possessive pronoun, adverbial, tense	
Genre and Text/Focus	Fiction - Conquering the monster story The Rain Player by David Wisniewski	Non-fiction - Instructions How to play Pok-a-tok	Fiction - Conquering the monster story The Rain Player by David Wisniewski	Non-fiction - Instructions How to play Pok-a-tok
Writing Outcome	Children will be able to write their own conquering a monster story.	Children will be about to write a set of instructions.	Children will be able to write their own conquering a monster story.	Children will be about to write a set of instructions.
Vocabulary, Grammar and Punctuation	Use other punctuation in addition to inverted commas to indicate direct speech Extend the range of sentences with more than one clause by using a wider range of conjunctions - subordinating clause + main clause Organise paragraphs around a theme in narratives to create cohesion across text Use a range of conjunctions, adverbs and prepositions to express time and cause Continue to use fronted adverbials including the use of commas	In non-narrative material, use a growing range of simple organisational devices, including bullet points with more coherence Extend the range of sentences with more than one clause by using a wider range of conjunctions - subordinating clause + main clause Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition	Use other punctuation in addition to inverted commas to indicate direct speech Extend the range of sentences with more than one clause by using a wider range of conjunctions - subordinating clause + main clause Organise paragraphs around a theme in narratives to create cohesion across text Use a range of conjunctions, adverbs and prepositions to express time and cause Continue to use fronted adverbials including the use of commas	In non-narrative material, use a growing range of simple organisational devices, including bullet points with more coherence Extend the range of sentences with more than one clause by using a wider range of conjunctions - subordinating clause + main clause Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition
Transcription - handwriting	Pen Pals letter formation plus: <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 11 Revising parallel ascenders 12 Revising parallel ascenders and break letters 13 Relative sizes of letters 14 Proportion of letters 15 Spacing between letters 16 Spacing between words 17 Writing at speed 18 Improving fluency 19 Speed and fluency 20 End-of-term check			
Transcription - spelling	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 			

Year 4 English Curriculum

	<p>Twinkl Spring 2a Overview</p> <p>1. Homophones & near homophones 2. Homophones & near homophones 3. Nouns ending in the suffix -ation 4. Nouns ending in the suffix -ation 5. Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') 6. Plural Possessive Apostrophes with plural words 7. Review</p> <p>Twinkl Spring 2b Overview</p> <p>1. Words with the /s/ sound spelt with 'sc' 2. Words with a 'soft c' spelt with 'ce' 3. Words with a 'soft c' spelt with 'ci' 4. Word families based on common words, showing how words are related in form and meaning 5. Word families based on common words, showing how words are related in form and meaning 6. Statutory Spellings Challenge Words 7. Review Week</p>			
<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including Floppy's Phonics, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Comprehension</u></p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>			
<p>Reading spine text</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>

Year 4 English Curriculum

Focus (highlight chosen focus)	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective
---------------------------------------	--	--	--	--

Year 4 English Curriculum



Summer

Curriculum focus/links	Terminology: determiner, pronoun, possessive pronoun, adverbial			
Genre and Text/Focus	Fiction - A Finding Tale The Iron Man by Ted Hughes	Non-fiction - Persuasive Texts AI robot adverts	Fiction - A Finding Tale The Iron Man by Ted Hughes	Non-fiction - Persuasive Texts AI robot adverts
Writing Outcome	Children will be able to write their own version of a finding tale.	Children will be able to write a persuasive text.	Children will be able to write their own version of a finding tale.	Children will be able to write a persuasive text.
Vocabulary, Grammar and Punctuation	Place the possessive apostrophe accurately in words with irregular plurals Extend the range of sentences with more than one clause by using a wider range of conjunctions - subordinating clause + main clause Organise paragraphs around a theme in narratives to create cohesion across text Use a range of conjunctions, adverbs and prepositions to express time and cause	Use other punctuation in addition to inverted commas to indicate direct speech Organise paragraphs around a theme in narratives to create cohesion across text Use a range of conjunctions, adverbs and prepositions to express time and cause	Place the possessive apostrophe accurately in words with irregular plurals Extend the range of sentences with more than one clause by using a wider range of conjunctions - subordinating clause + main clause Organise paragraphs around a theme in narratives to create cohesion across text Use a range of conjunctions, adverbs and prepositions to express time and cause	Use other punctuation in addition to inverted commas to indicate direct speech Organise paragraphs around a theme in narratives to create cohesion across text Use a range of conjunctions, adverbs and prepositions to express time and cause
Transcription - handwriting	<p>Pen Pals letter formation plus:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch <p>21 Consistency of size</p> <p>22 Proportion</p> <p>23 Spacing between letters and words</p> <p>24 Size, proportion and spacing</p> <p>25 Fluency: writing longer words</p> <p>26 Speed and fluency</p> <p>27 Revising break letters</p> <p>28 Print alphabet: presentation</p> <p>29 Assessment</p>			

Year 4 English Curriculum

<p>Transcription - spelling</p>	<p>30 Capital letters: presentation</p> <ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Twinkl Summer 3a Overview 1. Adding the prefix inter- (meaning 'between' or 'among') 2. Adding the prefix anti- (meaning 'against') 3. Adding the prefix auto- (meaning 'self' or 'own') 4. Adding the prefix ex- (meaning 'out') 5. Adding the prefix non- (meaning 'not') 6. Words ending in -ar/ -er 7 Review</p> <p>Twinkl Summer 3b Overview 1. Adding the suffix -ous (No change to root word) 2. Adding the suffix -ous (No definitive root word) 3. Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')4. Adding the suffix ous (Words ending in 'e' drop the 'e' but not 'ge') 5. Adverbials of frequency and Possibility 6. Adverbials of Manner 7. Review</p>			
<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including Floppy's PhonicsI, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Comprehension</u></p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning <p>retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>			
<p>Reading spine text</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>

Year 4 English Curriculum

Focus (highlight chosen focus)	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective
---------------------------------------	--	--	--	--