**Year 4 English Curriculum**

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| Focus | Write to entertain  | Write to inform/explain  | Write to entertain  | Write to discuss | Write to entertain | Write to persuade |
| Literature texts | Choose one from:* **Why the Whales Came**

(Michael Morpurgo)OR* **The Butterfly Lion** (Michael Morpurgo)
 | Choose one from:* Escape From Pompei

OR* **The Lost Happy Endings** (Carol Ann Duffy)
 | * **Beowulf**
 | Film based – Film version of a text or Literacy shed film | Choose one from:* **A boy and a bear in a boat** (Dave Shelton)

OR* **Fortunately, The Milk** (Neil Gaiman)
 | Choose one from:* Continuation of the text from Autumn 1

OR* Topic based texts
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|  Writing Outcomes | * Story with suspense in the dilemma

 and/orAlternative openings | * Newspaper reports (recount)

and/or* Explanation
 | * Play script
* Description of a historical setting
* Diary entry
 | * Film reviews
* Discussion
 | * An additional chapter for the text
* The story from the viewpoint of another character
 | * Information Leaflet
* Formal letter of complaint
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| Text Level features  | * Paragraphs to organise ideas into each story part
* Secure use of planning tools: story maps, story mountains, boxed up grids
* Plan a descriptive opening and action opening
* Build in suspense writing to introduce the dilemma
 | * Develop hook to introduce and temp reader e,g. Who? What? Where? Why? When? How?
* Use of present perfect instead of time past e.g. He has left his hat behind as opposed to He left his hat behind
* Secure us of planning tools: text map, boxed up grid
* Paragraphs to organise ideas around a theme and logical organisation
* Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader
* Appropriate choice of pronoun or noun across sentences to aid cohesion
 | * Paragraphs – to organise each part of the story to a change in place or jump in time
 | * Use of the perfect form of verbs to mark relationships of time and cause e.g I have written it down so I can check what it said
* Boastful language e.g. Magnificent! Unbelievable!
* Link information within paragraphs with a range of conjunctions
* Appropriate choice of pronoun or noun across sentences to aid cohesion
 | * Clear distinction between resolution and ending. Ending should include reflection on events and or characters
 | * Develop hook to introduce and temp reader e,g. Who? What? Where? Why? When? How?
* Subheading to introduce section/paragraphs
* Paragraphs which group related information

Use bullet point and diagrams* Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader
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| Sentence construction, grammar & punctuation  | * Dialogue – powerful speech verbs e.g. whispered
* Adverb starters e.g. Carefully, she crawled along the flor
* Adverbial Phrases (Fronted Adverbials) e.g. A few days ago, we discovered a hidden box
* Ellipsis to keep the reader hanging on
* Long sentences to enhance description or information
* Short sentences to move events on quickly
* Secure use of embellished simple sentences
* -ed clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught
* Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat
* Commas to mark clauses and fronted adverbials
* Full punctuation for direct speech
* Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters
 | * Sentence of 3 for description e.g. Rainbow dragons are covered with many different coloured scales, have enormous red eyes and swim on the surface of the water
* Prepositional phrases to place the action e.g. on the mat, behind the tree, in the air
* Standard English for Verb Inflections instead of local spoken forms
* Secure use of compound sentences using coordinating conjunctions
* Full punctuation for direct speech
* Proper nouns
 | * Develop complex sentences. Main and subordinate clauses with a range of subordinating conjunctions
* Starting sentences with a simile e.g. Like a wailing cat, the ambulance screamed down the road
* Commas to mark clauses and fronted adverbials
* Apostrophes to mark singular and plural possession
* The grammatical difference between plural and possessive s
* Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters
 | * Use of determiners – a or an
* Appropriate choice of pronoun or noun to avoid ambiguity and repetition.
* Conditionals e.g. could, should, would
* Comparative and superlative e.g. small, smaller, smallest
 | * Expanded ‘ing’ clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucsac
* Drop in ‘ing’ clauses e.g. Jane, laughing at the teacher, fell off her chair
* Dialogue – verb + adverb e.g. “Hello,” she whispered, shyly.
* Commas to mark clauses and fronted adverbials
* Full punctuation for direct speech
* The grammatical difference between plural and possessive s
* Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters
 | * Pattern of 3 for persuasion e.g. Visit, swim, enjoy!
* Colon before a list
* Standard English for Verb Inflections instead of local spoken forms
* Repetition to persuade e,g Find us to find the fun
* Conditionals e.g. could, should, would
* Comparative and superlative e.g. small, smaller, smallest
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| Grammatical terminology | Inverted commasdirect speechVerbsAdverbsadverbial phrasefronted adverbialsEllipsissimple sentencesClausecommas | PrepositionsAdjectivesphrases, verbsstandard EnglishCompound sentences coordinating conjunctions inverted commasproper nouns | Complex sentencesubordinating conjunctions clausesmain and subordinate clause commasSimilesApostrophesingular, pluralPossessivefronted adverbial | DeterminersPronounNounAmbiguityConditionalsComparativeSuperlativeConsonantvowel | ClauseInverted commasVerbAdverbCommasfronted adverbialsPluralPossessiveapostrophe | ColonStandard EnglishConditionalsComparativesuperlative |
| Word Level / Spelling | * Words ending with– ure (e.g. treasure)
* Possessive apostrophe with singular proper nouns.
* Homophones
 | * Prefixes in-, il-, im-, ir-
* Words with /eI/ sound spelt 'ei' 'eigh' or 'ey'
* Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’
* Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)
 | * The /g/ sound spelt ‘gu’
* Words with endings sounding like /tʃə/ spelt ‘-ture’
* Possessive apostrophe with plurals
* Homophones (scene/seen, mail/male, bawl/ball)
 | * Prefixes ‘anti-’ and ‘inter-’
* Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’
 | * Words with the /s/ sound spelt ‘sc’ (Latin in origin)
* Endings that sound like /ʃən/ spelt ‘sion’
* Apostrophes for possession, including singular and plural
* Homophones
 | * Suffix ‘-ous’
* Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’
* Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’
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| Spoken Language | * Give well-structured descriptions and narratives for different purposes.
* Use relevant strategies to build vocabulary.
* Use spoken language to develop understanding through imagining and exploring ideas.
 | * Ask relevant questions to extend their understanding and knowledge.
* Give well-structured explanations for different purposes.
* Articulate and justify answers, arguments and opinions.
 | * Give well-structured descriptions and narratives for different purposes, including expressing feelings.
* Use relevant strategies to build vocabulary.
* Use spoken language to develop understanding through imagining and exploring ideas.
* Speak audibly and fluently with an increasing command of Standard English.
 | * Articulate and justify answers, arguments and opinions.
* Participate in discussions, presentations, performances, role play, improvisations and debates.
* Listen and respond appropriately to adults and peers.
* Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
* Speak audibly and fluently with an increasing command of Standard English.
 | * Use spoken language to develop understanding through imagining and exploring ideas.
* Give well-structured descriptions and narratives for different purposes, including expressing feelings.
 | * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
* Articulate and justify answers, arguments and opinions.
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| Reading | * Discussing words and phrases that capture the readers’ interest and imagination
* Asking questions to improve their understanding of a text
* Drawing inferences on characters feelings thoughts and motives from their actions, and justifying inferences with evidence.
* Predicting what might happen next from details stated and implied
 | * Discussing words and phrases that capture the readers’ interest and imagination
* Asking questions to improve their understanding of a text
* Identifying the main ideas drawn from more than one paragraph and summarising
* Identifying how language, structure and presentation contribute to meaning
 | * Preparing playscripts to read aloud and perform showing understanding through intonation, tone, volume and action
* Discussing words and phrases that capture the readers’ interest and imagination
* Discussing their understanding of words and explaining the meaning of words in context
* Asking questions to improve their understanding of a text
* Identifying how language, structure and presentation contribute to meaning
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