**Year 4 English Curriculum**

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 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 |
| Writing Outcomes | * Story with suspense in the dilemma   and/or  Alternative 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 |
| 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 |
| 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 |
| Grammatical terminology | Inverted commas  direct speech  Verbs  Adverbs  adverbial phrase  fronted adverbials  Ellipsis  simple sentences  Clause  commas | Prepositions  Adjectives  phrases, verbs  standard English  Compound sentences coordinating conjunctions inverted commas  proper nouns | Complex sentence  subordinating conjunctions clauses  main and subordinate clause commas  Similes  Apostrophe  singular, plural  Possessive  fronted adverbial | Determiners  Pronoun  Noun  Ambiguity  Conditionals  Comparative  Superlative  Consonant  vowel | Clause  Inverted commas  Verb  Adverb  Commas  fronted adverbials  Plural  Possessive  apostrophe | Colon  Standard English  Conditionals  Comparative  superlative |
| 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’ |
| 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. |
| 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 | * 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 | * 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 |