

English Overview Year – 4 2024-25

Term 1.1	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – The Firework Maker’s Daughter – Philip Pullman Harry Potter - Extracts</p> <p>Shortburst unit & free write Focus – Character & description</p> <p>Other suggested linked texts- Poetry Spine - Witches’ Chant – Shakespeare (Macbeth)</p> <p>Comprehension Focus- Retrieval & deduction Reading Explorers Retrieval – Model texts and extracts Summarising – non-fiction texts</p> <p>Dictionary & thesaurus skills</p>	<p><u>National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements</u></p> <ul style="list-style-type: none"> - Use expanded noun phrases and pronouns correctly within a character description - Use imperative verbs within instructions - Organise writing into paragraphs - Identify and use rhyming couplets within a poem <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> - Character descriptions relating to characters in The Firework-maker’s Daughter and Harry Potter and own invented creatures with potions (expanded noun phrases and pronouns) - Create own story for their creature (free-write) - Instructions for making potions Writing a spell poem using rhyming couplets <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> - Possessive apostrophe - Identification of clauses and extending sentences using subordinate clauses - Expanded noun phrases linked to pronouns - Secure personal and possessive pronouns
Term 1.2	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – The Secret Lake by Karen Inglis</p> <p>Other suggested linked texts-</p> <p>Story Type - Timeslip Focus - Setting Innovation- change of time</p> <p>Playscript - Macbeth by Shakespeare</p> <p>Comprehension Focus-</p> <p>Retrieval – Reading Explorers Retrieval – Model texts and extracts Dictionary & thesaurus skills</p>	<p><u>National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements</u></p> <ul style="list-style-type: none"> - To use prepositional phrases in a setting description - To organise paragraphs around a theme within a story and letter - To use fronted adverbials, marked by a comma, within writing - To use a variety of sentences – sentences of 3 for action and description. <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> - Timeslip story linked to Ancient Egypt (focus setting description using prepositional phrases, innovation by change of time period using paragraphs and prepositional phrases) - Setting descriptions - varied - Letters in role <p>Playscripts – read aloud and perform know stories</p> <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> - Prepositional phrases - Use of fronted adverbs - Pronouns - Prefix and suffix spelling patterns - Synonyms and antonyms

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Term 2.1	
Reading	Writing
<p>Outcomes – see NC Statutory Requirements</p> <p>Class Novel – Nevermoor by Jessica Townsend</p> <p>Other suggested linked texts-</p> <p>Story Type - Tale of Fear – The Nightmare Man Focus – Suspense & Action Innovation- prequel</p> <p>Poetry Spine – Chosen Poetry Slam poem</p> <p>Comprehension Focus- Authorial intent</p>	<p>National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements</p> <ul style="list-style-type: none"> - To extend sentences using a wider range of conjunctions – focus in narrative - To use and punctuate direct speech within narrative - To plan, draft, write and edit their own narrative - To create a plot including a character description - To use conjunctions, adverbs and prepositions to express time - To secure the accurate use of sentence punctuation <p>Suggested Writing</p> <ul style="list-style-type: none"> - Tale of Fear – Nightmare Man (suspense focus); Innovation by prequel - Character profiles linked to various characters - Letters in role - Spine poems - Performance poetry (linked to Poetry Slam) <p>SPAG Focus</p> <ul style="list-style-type: none"> - Sentence variety – openings, short sentences for suspense. - Personification - Similes and metaphors (to use in character profiles) - Identification of clauses and extending sentences using subordinate clauses -
Term 2.2	
Reading	Writing
<p>Outcomes – see NC Statutory Requirements</p> <p>Class Novel – White Fang by Jack London (Abridged)</p> <p>Other suggested linked texts-</p> <p>Non-fiction unit - ORB – Non-chronological Report Focus – Description</p> <p>Poetry Spine - Tyger Tyger by William Blake and The Lamb by William Blake Dragon Poetry by Pie Corbett</p> <p>Comprehension Focus- Connections, patterns and comparisons</p>	<p>National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements</p> <ul style="list-style-type: none"> - To use organisational devices – sub-headings, headings in a non-chronological report - To organise paragraphs around a theme - To use conjunctions, adverbs and prepositions to express cause - To use fronted adverbials followed by a comma - To choose nouns and pronouns for clarity - To secure the accurate use of sentence punctuation - To recognise some different forms of poetry <p>Suggested Writing</p> <ul style="list-style-type: none"> - ORB non-chronological report (TFW unit – mythological creature) - Journal Narrative of a Dragon Hunter - Free-write own dragon story - Poetry writing linked to Tyger Tyger <p>SPAG Focus</p> <ul style="list-style-type: none"> - Conjunctions for cause - Fronted adverbials followed by a comma - Use possessive apostrophe correctly - Know and use correct articles and determiners

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Term 3.1	
Reading	Writing
<p>Outcomes – see NC Statutory Requirements</p> <p>Class Novel –Why the Whales came – M Morpurgo</p> <p>Other linked texts- Voices in Park by Anthony Browne</p> <p>Story Type - Warning – The Caravan Focus – Setting & dialogue Innovation- alteration</p> <p>Poetry Spine - Last Night, I Saw the City Breathing - Andrew Fusek Peters</p> <p>Comprehension Focus- Inference using Voices in the Park</p>	<p>National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements</p> <ul style="list-style-type: none"> - To create setting descriptions within a narrative - To use embedded clauses in writing - Extend the range of sentences with more than one clause by using a wider range of conjunctions - Assess the effectiveness of their own and others writing - Discuss and choose words and phrases that capture the reader’s interest and have been chosen for effect <p>Suggested Writing</p> <ul style="list-style-type: none"> - Warning story (TFW) – Caravan Story Focus setting atmosphere and dialogue - Shortburst diary entry relating to character’s feelings - Voices in the Park – dialogue / inference - Poetry innovation of Last Night I saw the City Breathing <p>SPAG Focus</p> <ul style="list-style-type: none"> - Wider range and variety of conjunctions - Use the perfect form of verbs in contrast to the past tense - Direct and reported speech – punctuating speech correctly - Synonyms for speech tags
Term 3.2	
Reading	Writing
<p>Outcomes – see NC Statutory Requirements</p> <p>Class Novel – Journey to the River Sea by Eva Ibbotson</p> <p>Other linked texts- Dead Man’s Cove by Lauren St John</p> <p>Non-fiction unit Persuasion Hawk Ridge Farm Park link to Geography Story Type - Quest – TFW Mission Possible Focus - Action Innovation- change of person</p> <p>Poetry Spine - Calligrams</p> <p>Comprehension Focus- Summarising</p>	<p>National Curriculum Outcomes (in bold) - Also see NC statutory composition requirements</p> <ul style="list-style-type: none"> - To organise paragraphs around a theme - To use embedded clauses in writing - Extend the range of sentences with more than one clause by using a wider range of conjunctions - To use simple organisational devices - To read aloud their own writing to a group / whole class - Identifying main ideas from one text and summarising <p>Suggested Writing</p> <p>Hawk Ridge Farm Park – persuasion linked to Geography USA Mission Possible – TFW unit – Quest story Shortburst writing linked to unit</p> <p>SPAG Focus</p> <ul style="list-style-type: none"> - Extending the range of conjunctions used for time and cause - Choose nouns and pronouns for clarity - Use persuasive language effectively

