

Year 4 English Overview

	<u>Autumn Term</u> Roman Invasion! Do you have what it takes to become a Roman citizen?					<u>Spring Term</u> Ancient Greeks: What's more important in history...the Ancient Greeks or YouTube?			<u>Summer Term</u> Do you have green fingers?			
Duration	3 weeks (unit 3)	4 weeks (unit 4)	3/4 weeks (unit 1)	2/3 weeks (unit 2)	1 week (unit 5)	2 weeks	4 weeks	6 weeks	4 weeks	2 weeks	5 weeks	2 weeks
Purpose	To inform	To persuade	To describe	To inform	Reading focus	Reading focus	To explain	To describe and entertain	To inform	To describe	To persuade	To inform
Form of significant piece of writing	Letter in role as a Roman soldier	Persuasive leaflet to join the Roman Army	Describe a visit / event	Recount in the form of a diary entry	Narrative Poetry	Performance Poetry and Dragon Poem	Explanation about how to escape imprisonment by King Minos.	Story continuation - Superheroes	Non-chronological report on habitats	Story continuation	Informal letter to Becky and formal letter to Michael Morpurgo.	Explanation text - Who they are and why they are unique.
Form of apprentice pieces of writing	Information paragraphs about the Roman Army Description of a Roman soldier Tweets from a Roman soldier Diary of the day in the life of a soldier	Short pieces to alter the purpose of the rich text - from persuading against the Roman Army to joining.	Describe a beach using zone of relevance Write a postcard home, describing Gregory's feelings Sentences to describe pictures from the book using FA.	Write sentences using adverbs and fronted adverbials. Write a letter home to mum. Mini diary entries throughout to recount Grace's experiences.	N/A	Create sentences using nouns, adjectives, verbs and adverbs from a poem. Perform a series of poems. Tasks using pronouns.	Information page about a mythical creature. Writing a myth from a different perspective. Choice of explanation task. Explain how to escape the labyrinth.	Letter to persuade dad to return home Mini story continuations	Persuasive adverts for Y3 - asking them to help. Short information texts about different animals and habitats. Writing from an animal's perspective.	Description of the city before the acorns were planted Description of the city after the acorns were planted.	Diary entry as Becky or Dad. Letter to Jay. Various advice guides for keeping happy and positive - link to PSHE.	Fact file My face and body information Likes and dislikes I can and I can't Traces of me or Human machine Other ideas of me
Audience(s)	Family of soldier back in Rome	Citizens of Rome	Readers of Gregory Cool	Grace's best friend back home	Class	Video performances for Year 3.	Parents at Greek day	Readers of the book - 8-10 yr olds	Readers of the book.	Class	Jay, diary.	New teacher
Rich text	<i>The Danger Zone: Avoid being a Roman Soldier</i> by David Stewart		<i>Gregory Cool</i> by Caroline Binch	<i>Grace and Family</i> by Mary Hoffman	<i>'Twas the Night Before Christmas</i>	<i>The Dragon who ate our school</i> by Nick Toczek	<i>Greek myths - McCaughrean and Ross</i>	<i>Superhero Street</i> Phil Earle	<i>How to help a hedgehog and protect a polar bear</i> by Jess French	<i>Superhero Street</i> Phil Earle	<i>Out of the Ashes'</i> Michael Morpurgo	<i>Can I build another me?</i> by Shinsuke Yoshitake
Other texts	The Roman Records Ruthless Romans Rotten Romans Ancient Rome My story: Roman Invasion		Journey to Jo'burg No.1 Car Spotter Games and Dances from the Caribbean			<i>Off by Heart: Poems for YOU to remember.</i> <i>Snow</i> by Jane Clarke <i>Revenge</i> by Coral Rumble		Nigel Nit-boy- David Walliams				<i>Why Do I Feel Like This?</i> by Shinsuke Yoshitake
Reading focus	Word Reading Summarise Select and Retrieve		Clarify Inference Respond and Explain		Word Reading Language for Effect Themes and Conventions		Summarise	Word Reading Clarify Inference Respond and Explain	Word Reading Summarise Select and Retrieve	Inference	Word Reading Select and Retrieve Inference	Inference Themes and Conventions
Spoken language focus	I can listen to information, know the important parts and comment on it. I can tell someone when I can't remember the right word to use. I can ask a question to help me. I can say all speech sounds clearly.		I can ask a series of questions to have a conversation. I can say when I can't remember certain words and ask for an explanation. I can discuss what might happen and why.		I can add to a conversation by explaining my thinking to other people. I can make my reading or talking sound more interesting by how I use my voice. I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling.		I can work out what could happen next even when the teacher has not told me. I can take different roles in a group discussion, e.g. leader or note taker.	I can tell exciting stories using a clear plot and good vocabulary. I can begin my explanations or story sentences with phrases using 'later, before, after, while'.	I can follow complicated information that someone is sharing and remember the important points.	I can work out what could happen next even when the teacher has not told me.	I can summarise and explain my group's discussion. I can explain things that have happened to me or people I know including how I or other people felt.	I can explain things that have happened to me or people I know including how I or other people felt.

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Transcription	1d - I can write from memory	1c - I can spell most words correctly from the Year 3/4 list	1b - I can use the first few letters of a word to check its spelling in a dictionary	1b - I can use the first few letters of a word to check its spelling in a dictionary	1b - I can use the first few letters of a word to check its spelling in a dictionary		1b - I can use the first few letters of a word to check its spelling in a dictionary	1a - I can spell some homophones correctly (there, their, they're; your, you're)	1d - I can write from memory		1b - I can use the first few letters of a word to check its spelling in a dictionary	1b - I can use the first few letters of a word to check its spelling in a dictionary.
Handwriting	2b - I can join most letters	2a - I can write quickly, keeping most of my letters the same size and on the line	2b - I can join most letters	2a - I can write quickly, keeping most of my letters the same size and on the line		2a - I can write quickly, keeping most of my letters the same size and on the line	2b - I can join most letters	2b - I can join most letters	2b - I can join most letters	2a - I can write quickly, keeping most of my letters the same size and on the line	2b - I can join most letters	2a - I can write quickly, keeping most of my letters the same size and on the line
Composition and Effect	3a - I can describe settings	3d - Formal language in non-fiction writing	3a - I can describe settings	3b - I can show how I feel about a character using carefully chosen words	3c - I can begin to use figurative language such as similes and alliteration		3d - Formal language in non-fiction writing 3e - I can make improvements to my writing before the teacher checks it	3a - I can describe settings 3b - I can show how I feel about a character using carefully chosen words	3d - Formal language in non-fiction writing	3a - I can describe settings	3b - I can show how I feel about a character using carefully chosen words	3d - Formal language in non-fiction writing
Text Structure and Organisation	4a - Group ideas into paragraphs and use topic sentences to introduce them	4b - Present my non-fiction writing using headings and subheadings	4a - Group ideas into paragraphs and use topic sentences to introduce them	4a - Group ideas into paragraphs and use topic sentences to introduce them		4c - I can use pronouns to avoid repeating nouns and to link my sentences together	4a - Group ideas into paragraphs and use topic sentences to introduce them	4c - I can use pronouns to avoid repeating nouns and to link my sentences together	4a - Group ideas into paragraphs and use topic sentences to introduce them. 4b - Headings and subheadings		4c - I can use pronouns to avoid repeating nouns and to link my sentences together	4b - Present my non-fiction writing using headings and subheadings
Sentence Structure	5b - I can use subordinating conjunctions	5a - I can use coordinating conjunctions	5a - I can use coordinating conjunctions	5b - I can use subordinating conjunctions			5b - I can use subordinating conjunctions		5a - I can use coordinating conjunctions 5b - I can use subordinating conjunctions	5a - I can use coordinating conjunctions	5a - I can use coordinating conjunctions	5b - I can use subordinating conjunctions
Grammar and Punctuation	6a - I can expand noun phrases using adjectives and preposition phrases 6f - I can use full stops and capital letters accurately	6f - I can use full stops and capital letters accurately	6a - I can expand noun phrases using adjectives and preposition phrases 6h - I can include fronted adverbials followed by a comma 6i - I can check my work for spelling and punctuation errors	6b - I can use the present and past tense correctly 6c - I can include adverbs and prepositions to show when, where, why and how something happened 6h - I can include fronted adverbials followed by a comma			6c - I can include adverbs and prepositions to show when, where, why and how something happened 6e - I can use Standard English. 6h - I can include fronted adverbials followed by a comma	6a - I can expand noun phrases using adjectives and preposition phrases 6c - I can include adverbs and prepositions to show when, where, why and how something happened 6d - I can correctly punctuate speech with inverted commas and other punctuation 6g - I can use apostrophes for possession for singular and plural nouns 6h - I can include fronted adverbials followed by a comma	6b - I can use the present and past tense correctly 6e - I can use Standard English.	6a - I can expand noun phrases using adjectives and preposition phrases 6h - I can include fronted adverbials followed by a comma 6i - I can check my work for spelling and punctuation errors	6b - I can use the present and past tense correctly 6i - I can check my work for spelling and punctuation errors	6c - I can include adverbs and prepositions to show when, where, why and how something happened 6h - I can include fronted adverbials followed by a comma