


Year 4 Key Stage 2 English Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	Why do we live here?	How does sound make music?	What is creativity? How can we switch off?	Where does our water come from? How is plastic impacting our planet?	How has Bristol's Past shaped the present day?	Why are more people becoming vegetarian?
Writing NC	<p>Record and note ideas. Compose and rehearse more complex sentences orally before writing, including dialogue. Use noun phrases expanded using prepositions e.g. his tattered shirt <u>under</u> his dirty, torn jacket. Use noun phrases expanded using modifying adverbs e.g. It was really dark inside the damp, rather smelly cave. Can use the first 3 letters of a word to check spellings in a dictionary. Use simple sentences accurately.</p> <p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Create and expand settings in narrative e.g. dedicate one paragraph to setting – often the opening paragraph. Use fronted adverbials for effect e.g. After the sun had set, /Gliding slowly into the room, / Rather timidly. Use commas after fronted adverbials e.g. teach and assess along with previous statement. Use figurative devices such as similes to build character/setting/atmosphere. Use past and present tense accurately throughout a piece of writing inc. perfect verb forms (has been/had been) e.g. consistent verb tense agreement and use of progressive/past/present.</p>	<p>Use inverted commas and other punctuation accurately to indicate direct speech e.g. using all the punctuation including supporting commas./!//? inside the speech. Create and expand characters in narrative e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrase.s Use nouns and pronouns to aid cohesion between sentences e.g. to chain ideas across a paragraph – The man...he...the rough gentleman ...his... word classes revisit cohesion and paragraphing. Engage the reader through the use of interesting word choices and descriptive phrases e.g. linked to quality text/modelled text/ magpie phrases/year 3/4 word lists . Revisit figurative language and expand plots in narrative e.g. beginning/ middle /end with an alternative ending with some repetition throughout and at the end</p>	<p>Organise content into relevant paragraphs across the text e.g. use boxing up and story-mapping for fiction and standard organisational features of non-fiction writing during planning - revisit fronted adverbial phrases. Expand the use of non fiction language features e.g. genre specific such as imperative verbs for instructions, precise nouns in reports, accurate tense, simple/compound/complex sentences, standard English. Use a wider range of connectives to extend the range of complex sentences e.g. more than just because/if/when/as – develop the use of commas for clauses. Write for an increasing range of purposes and audiences, including across the curriculum e.g. linked to topic/quality text/wow days/opening experiences/ talk for writing sequences. Use compound sentences accurately. Expand the use of narrative language features eg. Using expanded noun phrases, similes and power of three, fronted adverbial phrases (+ing openers with a comma)</p>	<p>Control the use of standard and non standard English e.g. use non standard to develop character within dialogue – revisit inverted commas for speech. Use apostrophes to indicate plural possession e.g. children's coats the boys' changing room. Expand the use of narrative language features e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrases, power of 3, standard and non-standard English. Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations Use complex sentences accurately.</p>	<p>Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. linked to word banks and displays developed across the teaching sequence. Can spell words using year 3/4 prefixes and suffixes e.g. include edited writin.g Can spell all the year 3/4 common exception words, homophones and words from other origins e.g. include edited writing. Read their own writing aloud with appropriate intonation, volume and tone to make the meaning clear. Use an appropriate variety of simple, compound and complex sentences e.g. simple sentences for tension or to communicate facts/ complex sentences to develop character, setting or point of view - develop the use of commas for clauses.</p>
Word NC	<p>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>					
Sentence NC	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news</i></p>					

Text NC	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>					
Punctuation NC	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>					
Composition NC	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 					
Spelling NC	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, <i>girls', boys'</i>] and in words with irregular plurals [for example, <i>children's</i>] 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>NC Appendix 1: Spelling</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable. forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation</p> <p>The /I/ sound spelt y elsewhere than at the end of words. myth, gym, Egypt, pyramid, mystery</p> <p>The /ʌ/ sound spelt ou young, touch, double, trouble, country</p> <p>More prefixes (un-, dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto- Disappoint, disagree, disobey, misbehave, mislead, misspell, inactive, incorrect, illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible, redo, refresh, redo, return, reappear, redecorate, subdivide, subheading, submarine, submerge, interact, intercity, international, interrelated, supermarket, superman, superstar, antiseptic, anticlockwise, antisocial, autobiography, autograph.</p> <p>The suffix –ation information, adoration, sensation, preparation, admiration The suffix –ly sadly, completely, usually, finally, comically, happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically,</p> <p>Words with endings sounding like /ʒə/ or /tʃə/ (ending -sure/-ture) measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p> <p>Endings which sound like /ʒən/ (-sion) division, invasion, confusion, decision, collision, television</p> <p>The suffix –ous poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</p> <p>Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) league, tongue, antique, unique</p> <p>Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline, fascinate, crescent</p> <p>Words with the /et/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, they, obey</p> <p>Possessive apostrophe with plural words girls', boys', babies', children's, men's, mice's</p> <p>Homophones and near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>					
<p>Terminology</p>	<p>RECAP of Y1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>RECAP of Y2: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.</p> <p>RECAP of Y3: Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks – refer to both').</p> <p>New Y4: determiner, pronoun, possessive pronouns, adverbial.</p>					

Handwriting NC	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].					
Handwriting Penpals						
Spelling Schofield and Sims	Homophones The ch grapheme 'k' 'sh' Y as a vowel Apostrophe - contraction	Tricky plurals Spelling patterns gu /gue Spelling patterns qu /que	Letter strings ear Letter strings gh Prefixes al, a, ad, be Detecting prefixes Adding ly	Adding ed and ing Adjective suffixes al, ic, able and ive Verb suffixes ise, ify, ate, and en Forming nouns vowel and consonant suffixes	Adding ation Words ending 'shun' tion, sion, ssion Words ending ous and ious Words ending able and ible Possessive apostrophe - plurals	Say the syllables Detecting roots and affixes Word families Greek and Latin prefixes
Key Text	Fiction: The Arrival – Sean Tan (Picture Book) Non-Fiction: Text and genre needed	Fiction: The sound of silence – Katarina Goldsaito (Quest Narrative) Non-Fiction: Text and Genre Needed	Fiction: Leonardo and the flying boy – Laurence Anholt (biography) Non Fiction: The Boy who harnessed the wind - William Kamkwambe (Netflix trailer) biography visual text	Fiction: The Whale – Vita Murrow (adventure narrative) Fiction: One World – Michael Foreman (environmental picture book) Non-fiction: Text and type needed	Fiction: Across the Roman Wall – Theresa Breslin (historical fiction) Non fiction: A Street Through Time	Fiction: text and genre needed Non Fiction: Greta Thunberg – How Dare you (speech)
Fiction	Diary Entry of a fictional immigrant	Quest Narrative	Character description of Leonardo Narrative – rags to riches William Kamkwambe Also character description?	Adventure Narrative	Monologue	Text type needed?
Non Fiction	Settlement advertisement (persuasive advert?)	Science writing – junk musical instrument – (explanation text) (Science sound text - ???)	Biography – Leonardo Da Vinci	Non Chronological Report – Endangered Sea creature Persuasive letter – use less plastic	Explanation Text of changes by period	Persuasive Speech
Poetry	National Poetry Day	The Sound Collector – Roger McGough Onomatopaeia	Found Poetry, the word collector Peter H Reynolds	Metaphor Poem – What is the Sun? – Wes Magee – What is the ocean?	Norse and Anglo Saxon Kennings Poem	Poetry Type Needed
Word Reading	Apply growing knowledge of root words, prefixes and suffixes Read further exception words See English Appendix 1 NC	Understand meaning of new words using root words, prefixes and suffixes	→	→	→	→
Comprehension NC	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: understand what they read, in books they can read independently, by: 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.	E1/S5: Increasing familiarity with a wide range of books E1/ES: Recognise different forms of poetry I2/I3: Draw inferences from characters actions and justify using evidence	E1/S5: Listen to and discuss reference books and textbooks E2: Read books structured in different ways V1/S2/S3: Discuss understanding and explain meaning of words in context V4: Use dictionaries to check meanings of words	P1/I2/I3: Predict from details stated and implied	E1/E5: Familiarity with myths and legends. V2: Discuss words and phrases that capture interest. E2: Identify how language, structure and presentation contribute to meaning.	S1: Identify main ideas from more than one paragraph and summarise

	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p>					
Guided Reading	<p>How to train your dragon 1/2 – Cressida Cowell</p> <p>Knight Survival Guide, are you tough enough? ½ Anna Claybourne</p>	<p>A small dragon – Brian Patten</p> <p>A spirit of place – Richard Brown</p> <p>The Kitten at play – William Wordsworth</p> <p>Letting in the light – Elizabeth Lindsay</p>	<p>What is a robot?</p> <p>Robots in films and television. Kate Ruttle</p> <p>The diary of a killer cat – Anne Fine</p> <p>Harriet's Hare – Dick King Smith</p>	<p>Epic Animal Migrations 1/2 Camilla de la Bedoyere</p> <p>Childhood tracks – James Berry</p> <p>Hot Food – Michael Rosen</p>	<p>An Egyptian Myth</p> <p>A Korean Myth – Kate Ruttle</p> <p>The battle of Britain – Gillian Clements</p>	<p>Are you wasting good food? Would you eat less than perfect fruit and veg? - Kate Ruttle</p>
Oracy	<p>I ask questions to clarify or develop my understanding.</p> <p>I sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>I show that I understand the main point and the details in a discussion.</p> <p>I adapt what I am saying to the needs of the listener or audience (increasingly).</p> <p>I show that I know that language choices vary in different contexts</p>			<p>I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</p> <p>I justify an answer by giving evidence.</p> <p>I use Standard English when it is required.</p> <p>I perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</p>		
Class Readers	<p>The boy at the back of the class. Onjali Q. Raúf</p>				<p>Beowulf – Michael Morpurgo</p>	