



English Overview – Summer – Year 4

Composition

NC Areas	Summer 1		Summer 2		
Class Reader	The Wizards of Once		The Girl who Stole an Elephant		
Genre and Writing Focus	Model Text-Reilly Warning Tale Focus: Description	Love That Book! Whole school response to a chosen text	Model Text-Stay Safe from Magic Spells Persuasion Curriculum Likned Invention-Stop Deforestation!		The Magic Box Poetry Free Verse Focus: Alliteration and Juxtaposition
<u>Toolkits</u>	Description Y1/2+ 'Show' not 'tell' -describe character's emotions using senses or a setting to create atmosphere Select powerful, precise and well-chosen nouns, adjectives, verbs and adverbs Use personification Use metaphors and similes to create atmosphere Use alliteration Use expanded noun phrases	Toolkit Specific toolkit will be dependent on the chosen written response to the text and co-constructed with class Golden Toolkit will be applied (non-negotiables of Y4-see below)	Structure Logical order Series of points building one viewpoint Paragraphs with topic sentence to introduce Introduction to orientate the reader (who, when, what, where) Concluding paragraph-summing up the main points Final emotive sentence that appeals to the conscience of the reader Use of modal verbs e.g. must, should, have to	Language Personal, direct and often informal Emotive sentence sign-posts (Now is the time to stand up..., Are we just going to let..., There can be no one who still thinks..., We are all united...,Anyone who thinks this is... etc) Opinions presented as facts Use of the imperative Use of language that sounds good i.e. use of alliteration/slogans Use of 'weasel' words-designed to deceive/give best impression Generalisers (Most, Many, All, The majority, A few, Usually, Typically etc) Adding-on connectives (Furthermore, In addition, Also, Moreover, Additionally etc) Present Tense 1 st /2 nd or 3 rd person depending on viewpoint and audience	Poetry Toolkit Alliteration Vivid imagery through well chosen adjectives, verbs and adverbs Repetition Similes 'as' and 'like' Metaphor Personfication Fresh new combinations Juxtaposition

<p>Planning and Text structure</p>	<p>Warning tale boxing-up grid for 5 part story Plan opening using dialogue or action Use paragraph changes to show a change/jump in time or place Ensure a clear distinction between resolution and ending-include reflection on events and characters</p>	<p>Planning structure dependent on chosen response to text Co-construct box-up from model text for writing</p>	<p>Use persuasion skeleton to plan ideas Box-up grid to plan text structure and placing of images/fact boxes Secure use of lay out suitable for text (link to reading) Logical sequence of paragraphs linked by 'adding-on' words Opening paragraph and conclusion Use of heading and sub headings to organise</p>	<p>Generate ideas collectively Experiment with combinations Text map the poem Plan using box-up style template Follow structure of model poem</p>
<p>Sentence construction</p>	<p>Vary long and short sentences to enhance description Secure use of compound sentences using coordinating conjunctions (and, but, or, so, for, nor, yet-FANBOYS) Develop use of complex sentences using range of subordinating conjunctions (if, since, as, when, after, while, although, because, until, before) Fronted adverbials Prepositional phrases to open sentences e.g. By the old fence,... -ed and -ing clauses as openers e.g. Exhausted,..., Grinning menacingly, ... Sentence of 3 for description Drop in -ing clause for added description Expanded noun phrases Dialogue with added description e.g. "Hello?" she whispered, nervously twisting the brass door knob. Focus on detail e.g. The watch face was cracked and the minute hand was mssing.</p>	<p>Statutory Requirements for Y4 Exten the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use the present perfect form of verbs in contrast to the past tense Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials</p>	<p>Secure use of compound sentences using coordinating conjunctions (and, but, or, so, for, nor, yet) Develop use of complex sentences using range of subordinating conjunctions (if, since, as, when, after, while, although, because, until, before) Vary sentence length Use of rhetorical questions to engage the reader Fronted adverbials (where, when, why, who, how) Prepositional openers e.g. In the forest,... Sentences of 3 for information Relative clauses (who, which) Repetition to persuade</p>	<p>Similes 'as' and 'like' Alliterative sentences Sentences of 3 for description and for rhythm (as per model text)</p>

Language	Comparatives and superlatives-small, smaller, smallest Prepositions-at, underneath, towards, beneath, beyond Proper nouns-days of week, months, names of people and places Use of ambitious vocabulary (children should be banking new vocabulary from model text, additional text examples and from wider reading and using in own writing)	Statutory Requirements for Y4 Conjunctions, adverbs and prepositions (learn this terminology + apply) Nouns and pronouns (learn this terminology + apply) Standard English forms of verb inflections instead of local forms (e.g. <i>We were</i> instead of <i>We was</i> , or <i>I did</i> instead of <i>I done</i>)	Connectives and Signposts (see separate doc) for: Adding on-The first reason is, also, in addition, furthermore etc Generalisers-Many, most, some, a few etc Emotive language e.g. surely, of course, vital, imperative, absolutely, disgusting etc 'Weasel' words e.g. dirty, dull, idiots, stupid, depressing, worrying, destruction (all words designed to put the reader off) Concluding phrases-In conclusion/Finally/Warning! Technical vocabulary if necessary (use of brackets or glossary to explain) Conditionals (would, could, should) Comparatives and superlatives-small, smaller, smallest Prepositions-at, underneath, towards, beneath, beyond Proper nouns-days of week, months, names of people and places Use of modal verbs e.g. must, must not, have to, should	Comparative and superlative adjectives e.g. small, smaller, smallest Prepositions Proper nouns Adjectives Verbs Adverbs Use of ambitious vocabulary (by now children should be using vocabulary beyond that of daily talk)
Punctuation	Consolidate full stops and capital letters Commas to separate clauses in complex sentences Commas after fronted adverbials or other sentence openers (simile) Commas in a list (sentence of 3) Speech punctuation for direct speech (inverted commas + punctuation within inverted commas) Possessive apostrophe for singular and plural nouns	Secure use of capital letters, full stops, question marks, exclamation marks + Statutory Requirements for Y4 Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Secure use of capital letters, full stops, question marks, exclamation marks Commas to separate clauses Commas after fronted adverbials Apostrophe for singular and plural possession Capital letters for proper nouns Brackets to define technical vocabulary Question marks for rhetorical questions	Full stops and capital letters Exclamation marks Commas in a list Commas to separate clauses Apostrophe for singular and plural possession
Terminology to consolidate	statement, question, exclamation, command, question marks, exclamation marks, inverted commas, direct speech, bullet points, apostrophe, contraction, possession, singular, plural, suffix, prefix, word family, consonant, vowel, adjective, noun, noun phrase, verb, adverb, imperative verbs, tense (past, present, future), connective, conjunction, preposition, determiner, clause, subordinate clause, relative clause, relative pronoun, coordinating conjunction, subordinating conjunction, alliteration, simile, synonym			
Terminology to introduce	pronoun, possessive pronoun, adverbial, fronted adverbial, apostrophe for plural possession, present perfect verb form in contrast to past tense			
Spoken Language	Storytelling using class story map and own plan	Generating ideas through discussion Collaborative writing	Speeches to persuade Short oral compositions based on given stimuli e.g.	Performance of poems to another class

	Discussion, role play and drama within Reading as a Reader	Present writing to another class or within class	Ban homework! Save our school field! Stop plastic pollution!	Collaborative group work-generating ideas/shared writing
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Transcription				
Handwriting	<p>1 x 15 minute handwriting session session per week</p> <p>All children should be writing in pen in a continuous cursive style. Letters should be correctly formed, joined and sized. Ascenders and descenders should be clear. Children who not yet able to do this, should be given additional support to make accelerated progress.</p> <p>Consolidate all 4 joins:</p> <p>Diagonal joins to letters without ascenders e.g. ai, ar, us Horizontal joins to letters without ascenders e.g. ou, vi, wi Diagonal joins to letters with ascenders e.g. at, il, eb, ud Horizontal joins to letters with ascenders e.g. ol, wh, ot</p>	<p>1 x 15 minute handwriting session session per week</p> <p>All children should be writing in pen in a continuous cursive style. Letters should be correctly formed, joined and sized. Ascenders and descenders should be clear. Children who not yet able to do this, should be given additional support to make accelerated progress.</p> <p>Consolidate all 4 joins:</p> <p>Diagonal joins to letters without ascenders e.g. ai, ar, us Horizontal joins to letters without ascenders e.g. ou, vi, wi Diagonal joins to letters with ascenders e.g. at, il, eb, ud Horizontal joins to letters with ascenders e.g. ol, wh, ot</p>		
Spelling	<p>Spelling Strategies-Have a Go Sheet, Proof Reading, dictionary skills, Pair testing, GPC charts, spelling logs and personal spelling lists</p> <p>Dictations</p> <p>Teaching of Year 4 spelling patterns and rules</p> <ol style="list-style-type: none"> Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician) Prefixes 'anti-' and 'inter-' Suffix '-ation' Homophones scene/seen, male/mail, bawl/ball Revise contractions from Year 2 <p>7. Appendix 1 words</p> <p>Peculiar, popular, possession, potatoes, probably, purpose, question, regular</p>	<p>Spelling strategies- Have a Go Sheet, Proof Reading, dictionary skills, Pair testing, GPC charts, spelling logs and personal spelling lists</p> <p>Dictations</p> <p>Teaching of Year 4 spelling patterns and rules</p> <ol style="list-style-type: none"> Possessive apostrophe with plurals (revise singular) Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /zən/ spelt '-sion' (division, confusion) Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (poisonous, outrageous) Homophones whether/weather, who's/whose, missed/mist, medal/meddle, team/teem <p>7. Appendix 1 words</p> <p>Remember, separate, straight, strength, surprise, although, through, weight</p>		
Spelling ongoing	<p>Learning Spellings</p> <p>Children:</p> <p>Learn words taught in new knowledge this term.</p> <p>Group other words for cross curricular teaching.</p> <p>Learn words from personal list.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>			