



English Overview – Spring – Year 4

Composition

NC Areas	Spring 1		Spring 2			
Class Reader	Last Bear		The Infinite			
Genre and Writing Focus	<b>Model Text: Elf Road</b> Portal tale Focus: setting	Poetry My name T'zah Quarn	<b>Model Text: Should Poppy be imprisoned?</b> Discussion Curriculum linked invention - Should we have raided tombs?	<b>Model Text: What is life like through different portal worlds?</b> Non-chronological report Curriculum linked invention - What is life like in the world's different biomes?		
<b>Toolkits</b>	<b>Settings</b> Y1/2+ Choose an interesting name for the setting Use time of day and weather to create effect Show how a character reacts to the setting Use prepositions to extend descriptions Use a change of setting, weather or time to create a new atmosphere	<b>Poetry Toolkit</b> Alliteration Similes Use of repetition Fresh new combinations Carefully chosen adjectives, verbs and adverbs	<b>Structure</b> To be adapted for year group Opening paragraph that introduces the reader to the issue Series of paragraphs in logical order: either beginning with all the arguments for, followed by the arguments against OR a series of contrasting points ending with a reasoned conclusion Paragraphs usually beginning with a topic sentence	<b>Language</b> To be adapted for year group Connectives and Signposts for: Adding on-The first reason is, also, in addition, furthermore, Introducing other viewpoints-however, on the other hand, others believe, whereas Concluding-in conclusion, having considered both sides, looking at this from both sides Present tense Third person Abstract nouns	<b>Structure</b> To be adapted for year group Introduction Chunks of information (paragraphs) Subheadings, information boxes, lists, bullet points, diagrams, images Paragraphs beginning with a topic sentence Final paragraph sums up the information, relates the subject to the reader and/or makes an amazing final point	<b>Language</b> To be adapted for year group Generalisers such as most, many, some, a few, the majority Sentence sign-posts to add information-furthermore, additionally, in addition, also, moreover Usually in present tense Usually in third person Usually formal tone (no contractions) Detail and description for clarity, including comparisons
Planning and Text structure	Portal tale boxing-up grid for 5 part story	Generate ideas collectively	Use discussion skeleton to plan ideas		Use report skeleton to plan ideas	

	<p>Plan opening using dialogue or action</p> <p>Use paragraph changes to show a change/jump in time or place</p> <p>Ensure a clear distinction between resolution and ending-include reflection on events and characters</p>	<p>Experiment with combinations</p> <p>Plan using box-up style template</p> <p>Follow structure of model poem</p>	<p>Box-up grid to plan text structure and placing of images/fact boxes</p> <p>Secure use of layout suitable for text (link to reading)</p> <p>Paragraphed dependent on either theme or point of view</p> <p>Opening paragraph and conclusion</p> <p>Use of headings, sub-headings to structure text</p>	<p>Box-up grid to plan text structure and placing of images/fact boxes</p> <p>Secure use of layout suitable for text (link to reading)</p> <p>Clear opening and closing paragraph</p> <p>Information grouped around theme</p> <p>Link ideas in and across paragraphs using range of connectives and signposts (see above)</p>
Sentence construction	<p>Vary long and short sentences to enhance description</p> <p>Secure use of compound sentences using coordinating conjunctions (and, but, or, so, for, nor, yet)</p> <p>Develop use of complex sentences using range of subordinating conjunctions (if, since, as, when, after, while, although, because, until, before)</p> <p>Sentence openers (fronted adverbials)-similes, prepositional phrases (By the broken fence,...)</p> <p>Sentence of 3 for description</p> <p>Drop in -ing clause for added description</p> <p>Expanded noun phrases</p>	<p><b>Stand alone grammar work</b></p> <p>Develop use of complex sentences using range of subordinating conjunctions (if, since, as, when, after, while, although, because, until, before)</p>	<p>Secure use of compound sentences using coordinating conjunctions (and, but, or, so, for, nor, yet)</p> <p>Develop use of complex sentences using range of subordinating conjunctions (if, since, as, when, after, while, although, because, until, before)</p> <p>Vary sentence length</p> <p>Use of rhetorical questions to engage the reader</p> <p>Fronted adverbials (where, when, why, who, how)</p> <p>Sentences of 3 for information</p> <p>Relative clauses (who, which)</p>	<p>Develop use of complex sentences using range of subordinating conjunctions (if, since, as, when, after, while, although, because, until, before)</p> <p>Adverb openers e.g. surprisingly, intriguingly, amazingly, interestingly</p> <p>Vary sentence length, using short ones for emphasis</p> <p>Fronted adverbials (where, when, why, who, how)</p>
Language	<p>Comparatives and superlatives-small, smaller, smallest</p> <p>Prepositions-at, underneath, towards, beneath, beyond</p> <p>Proper nouns-naming a setting</p>	<p>Proper nouns</p> <p>Selection of ambitious (Tier 2) vocabulary (adjectives, verbs, adverbs)</p> <p>Synonyms-generate synonyms of common words to extend vocab</p> <p>Relative pronouns-who, which, that</p>	<p>Connectives and Signposts (see separate doc) for:</p> <p>Adding on-The first reason is, also, in addition, furthermore etc</p> <p>Introducing other viewpoints-however, on the other hand, others believe, whereas etc</p> <p>Generalisers-Many, most, some, a few etc</p> <p>Concluding phrases-in conclusion/having considered both sides</p> <p>Technical vocabulary if necessary (use of brackets or glossary to explain)</p> <p>Conditionals (would, could, should)</p> <p>Proper nouns</p>	<p>Connectives and sign-posts (see separate doc) for:</p> <p>Adding on-Also, In addition, Furthermore</p> <p>Generalisation-Many, most, some etc</p> <p>Comparison for similarities-Similarly, Just as etc</p> <p>Comparison for differences-In contrast to, compared with etc</p> <p>Technical language (use of brackets or glossary to explain)</p> <p>Comparatives and superlatives-small, smaller, smallest</p> <p>Proper nouns</p>

		Grammatical difference between plural and possessive -s		
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)	Commas to separate clauses Apostrophe for singular and plural possession Secure capital letters for proper nouns	Commas to separate clauses Commas after fronted adverbials apostrophe for singular and plural possession Question marks Capital letters for proper nouns brackets if used for parenthesis Question marks for rhetorical questions	Commas to separate clauses Commas after fronted adverbials apostrophe for singular and plural possession Question marks Capital letters for proper nouns brackets if used for parenthesis Question marks for rhetorical questions Use of bullet points for a list (additional content)
Terminology to consolidate	<b>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</b>			
Terminology to introduce	<b>pronoun, possessive pronoun, adverbial, fronted adverbial, apostrophe for plural possession, present perfect verb form in contrast to past tense</b>			
Spoken Language	Storytelling using class story map and own plan  Discussion, role play and drama within Reading as a Reader  Presentation of writing on open afternoon	Generating ideas through discussion  Collaborative writing Sharing poems with partner class	Mini whole class discussions and debates  E.g Should school uniform be banned? Should there be exercise everyday in school? Should the library be made into a skate park?	Oral rehearsal of class text map and own plan  Sharing/presenting writing to another class/year group

## Transcription

Handwriting	<p><b>1 x 15 minute handwriting session session per week</b></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><b>Consolidate all 4 joins:</b>                  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><b>1 x 15 minute handwriting session session per week</b></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><b>Consolidate all 4 joins:</b>                  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                  Dictations</p> <p><b>Revision of Year 3 spelling patters and rules</b></p> <ol style="list-style-type: none"> <li>1. Revision of Y3 spelling list (favourite, forwards, guard, heard, height, imagine, important, island)</li> <li>2. Homophones here/hear, knot/not, meat/meet</li> <li>3. Suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>4. The /ɪ/ sound spelt 'y' other than at the end of words (gym, myth)</li> <li>5. The /ʌ/ sound spelt 'ou' (young, touch)</li> <li>6. Homophones heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</li> </ol> <p><b>7. <u>Appendix 1 words</u></b>                  February, fruit, group, guide, heart, history, increase, interest</p>	<p>Spelling strategies- Have a Go Sheet, Proof Reading, dictionary skills, Pair testing, GPC charts, spelling logs and personal spelling lists                  Dictations</p> <p><b>Revision of Year 3 spelling patters and rules</b></p> <ol style="list-style-type: none"> <li>1. Revision of Y3 spelling list (learn, library, medicine, minute, naughty, occasionally, opposite, particular)</li> </ol> <p><b>Teaching of Year 4 spelling patterns and rules</b></p> <ol style="list-style-type: none"> <li>2. Words ending /ure/ (treasure, measure)</li> <li>3. Homophones peace/piece, main/mane, fair/fare</li> <li>4. Possessive apostrophe with singular proper nouns (Cyprus's population)</li> <li>5. The /g/ sound spelt 'gu'</li> </ol> <p><b>6. <u>Appendix 1 words</u></b>                  Knowledge, length, material, mention, natural, notice, often, ordinary</p>
Spelling ongoing	<p>Learning Spellings                  Children:                  Learn words taught in new knowledge this term.                  Group other words for cross curricular teaching.                  Learn words from personal list.                  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>	