



English Overview – Autumn – Year 4

Composition

NC Areas	Autumn 1		Autumn 2	
Class Reader	There's a Boy in the Girl's Bathroom		Podkin One-Ear	
Genre and Writing Focus	<p>Model Text: Cinderella Rags to Riches Tale Focus: Character description and dialogue</p>	<p>Short Burst Writing Toolkits into Paragraphs Focus: Openings</p>	<p>Model Text: Prince Charming Biography Recounts-Biographies Curriculum linked invention – Alexander Graham Bell</p>	<p>Model Text: My Name is T'za Quarn List Poetry</p>
Toolkits	<p>Character Toolkit Consolidate Y1/2 toolkit features + Show not tell-describe character's emotions using the senses Give your MC a: hobby/interest or special talent speech expression-"rats!" she cried. something they love or hate-Coral had always hated spiders. distinctive feature-The scar on his arm itched. secret</p>	<p>Openings Toolkit Consolidate Y1/2 toolkit features + Use time (Late one night...), weather (Snow fell...) or place starters (The river teemed with fish.) plus 'who', 'where', 'when', 'what' (is happening) to orientate the reader Start with the name of your character, e.g. Bill stared out of the window.' Consider how the character feels or reflect their personality in the opening line e.g. Bill glared at the teacher</p>	<p>Structure A beginning, middle and end in chronological order Opening paragraph to hook and orientate the reader (who? What? Where? Why? When?) Paragraphs beginning with topic sentence</p>	<p>Poetry Toolkit Alliteration Similes Use of repetition Fresh new combinations Carefully chosen adjectives, verbs and adverbs</p>

	<p>Know your character's desire, wish or fear. Use character's actions to move story forward</p> <p style="text-align: center;">Dialogue Toolkit</p> <p>Consolidate Y1/2 features + Use only 2 or 3 exchanges Add stage directions -"No," he hissed, shaking his head. Use dialogue to move the action forward, reveal what a character is feeling or thinking, or what they are like. Use dialogue that reflects the character-possible use of slang/nicknames/incorrect grammar etc to support characterisation</p>	<p>Use dramatic speech – "How do we escape now?" (try warning, worries, dares, secrets) Start with questions or exclamations to hook the reader's interest, e.g. "Run!" they yelled./ "What is it?" she muttered. Show not tell-suggest character's feeling/personality through action, speech, description, reactions</p>	<p style="text-align: center;">Language</p> <p>Past tense Time sentence signposts for coherence e.g. First, After that, Later on, A few years later Addition connectives e.g. furthermore, Also, In addition, Moreover Specific and descriptive-often in style of information or explanation Direct and/or reported speech</p>	
Planning and Text structure	<p>Rage to Riches tale boxing-up grid for 5 part story Plan opening using dialogue or character description Paragraph in sections to show a change in place or jump in time Ensure a clear distinction between resolution and ending-include reflection on events and characters Ensure that the ending links back to the opening i.e. character is poor at beginning but rich at end or lonely at beginning and has friends at the end</p>	<p>Box-up using model text Experiment with opening lines-weather, place, time, speech, action, questions Paragraph with section (opening) to show a change in time, place or action</p>	<p>Use recount 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) New paragraph for each section and begin to paragraph within sections to show change in time Opening paragraph to orientate the reader ((who? What? Where? Why? When?) Chronological order Concluding paragraph to sum up information (impact/legacy of person's life)</p>	<p>Generate ideas collectively Experiment with combinations Plan using box-up style template Follow structure of model poem</p>
Sentence construction	<p>Ensure Y3 objectives are secure and reteach if necessary + Use long sentences to enhance description (including sentence of 3 for description) Use short sentences to increase impact e.g. She glared. Use similes to start sentences e.g. As white as a sheet, she hid behind the door. Secure use of simple embellished sentences (ensure expanded noun phrases with modification before and after the noun) Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so) Teach this as FANBOYS Develop use of complex sentences using range of subordinating conjunctions (if, since, as, when, after, while, although,</p>	<p>Ensure Y3 objectives are secure and reteach if necessary + Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so) Teach this as FANBOYS Extend use of complex sentences using range of subordinating conjunctions (if, since, as, when, after, while, although, because, until, before) Teach as I SAW A WABUB Use the present perfect form (subject+has/have+past participle of verb) of verbs in contrast to the past tense i.e. 'They have been to the park.' instead of 'They went to the park.' Use nouns and pronouns for clarity and cohesion and to avoid repetition</p>	<p>Ensure Y3 objectives are secure and reteach if necessary + Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so) Teach this as FANBOYS Extend use of complex sentences using range of subordinating conjunctions (if, since, as, when, after, while, although, because, until, before) Teach as I SAW A WABUB Fronted adverbials – when, where, why, how Use nouns and pronouns for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause</p>	<p>Stand-alone grammar sessions to consolidate the grammar and punctuation learning in this term +</p> <p>Sentence of 3 (list) e.g. I am clever, funny and wise Nouns and pronouns for clarity Proper nouns Expanded noun phrases (modification before and after noun)</p>

	<p>because, until, before) Teach as I SAW A WABUB</p> <p>'ed' clauses as starters e.g. Frightened, he walked up to the teacher's desk.</p> <p>Drop in 'ing' clause e.g. Sally, shaking with fear, walked up to the teacher's desk.</p> <p>Dialogue-Verb + Adverb e.g. "Hello," she whispered shyly.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p> <p>Use dialogue Dialogue-Verb + Adverb e.g. "Hello," she whispered shyly.</p> <p>'ed' clauses as starters e.g. Frightened, he walked up to the teacher's desk.</p> <p>Drop in 'ing' clause e.g. Sally, shaking with fear, walked up to the teacher's desk.</p>	<p>Past tense using correct verb inflections (-ed, -s)</p>	
Language	<p>Ensure Y3 objectives are secure and reteach if necessary +</p> <p>Prepositions e.g. at, underneath, below, over, behind, towards</p> <p>Modal verbs (would, should, could)</p> <p>Superlatives and comparatives – small, smaller, smallest/good, better, best</p> <p>Proper nouns-names of people, places, days of week and months of the year</p> <p>The grammatical difference between the plural and possessive -s</p> <p>Standard English forms for verb inflections i.e. I was/we were, I did (instead of I done)</p> <p>Ambitious use of vocabulary (magpie during reading)</p>	<p>Ensure Y3 objectives are secure and reteach if necessary +</p> <p>Prepositions e.g. at, underneath, below, over, behind, towards</p> <p>Modal verbs (would, should, could)</p> <p>Superlatives and comparatives – small, smaller, smallest/good, better, best</p> <p>Proper nouns-names of people, places, days of week and months of the year</p> <p>The grammatical difference between the plural and possessive -s</p> <p>Standard English forms for verb inflections i.e. I was/we were, I did (instead of I done)</p> <p>Ambitious use of vocabulary (magpie during reading)</p>	<p>Connectives and sign-posts (see separate doc) for:</p> <p>Adding on-Also, In addition, Furthermore</p> <p>Time sentence signposts for coherence e.g. First, After that, Later on, A few years later</p> <p>Addition connectives e.g. furthermore, Also, In addition, Moreover</p> <p>Generalisers e.g. Many, Most, Some, A Few i.e. Many people believe that Bell's invention has had the greatest impact on modern society.</p> <p>Use of formal language</p> <p>Use of proper nouns – names, places, dates</p> <p>Superlatives and comparatives (clever, more clever, cleverest)</p> <p>Technical language</p> <p>Rhetorical question</p>	<p>Recap word level terminology</p> <p>Adjectives</p> <p>Verbs</p> <p>Adverbs</p> <p>Prepositions</p> <p>Superlatives and comparatives</p> <p>Proper nouns-names and places</p> <p>Similes</p> <p>Ambitious use of vocabulary (magpie during reading)</p> <p>Alliteration</p> <p>Possible use of assonance (repeated vowel sounds within words) and/or consonance (repeated consonant sounds within or at end of words)</p> <p>Revise correct use of articles (a/an) e.g. a river, an angel</p>
Punctuation	<p>Ensure Y3 objectives are secure and reteach if necessary +</p> <p>Secure capital letters for proper nouns</p> <p>Commas to separate clauses in complex sentences e.g. Although it was raining, Tom went to the park</p> <p>Commas after fronted adverbials</p> <p>Commas in a sentence of 3 e.g. Sally was tall, skinny and had a ring through her nose.</p> <p>Inverted commas for direct speech</p> <p>Internal speech punctuation before close of inverted commas i.e. comma, exclamation mark or question mark to separate the direct speech from the reporting clause e.g. "Look at this," Sally said excitedly.</p>	<p>Ensure Y3 objectives are secure and reteach if necessary +</p> <p>Secure capital letters for proper nouns</p> <p>Commas to separate clauses in complex sentences e.g. Although it was raining, Tom went to the park</p> <p>Commas after fronted adverbials</p> <p>Commas in a sentence of 3 e.g. Sally was tall, skinny and had a ring through her nose.</p> <p>Inverted commas for direct speech</p> <p>Internal speech punctuation before close of inverted commas i.e. comma, exclamation mark or question mark to separate the direct speech from the</p>	<p>Ensure Y3 objectives are secure and reteach if necessary +</p> <p>Ensure capital letters for proper nouns</p> <p>Commas after fronted adverbials</p> <p>Secure use of question mark (rhetorical question), exclamation marks (REMEMBER- for the purposes of the primary curriculum exclamations begin with either 'What' or 'How' e.g. What an amazing man!)</p> <p>Apostrophes to mark singular and plural possession</p> <p>Commas after subordinate clause e.g. Although other scientists such as Meucci and Gray were experimenting with sound at the same time, Bell was the first to patent his invention</p>	<p>Secure Y3 objectives if necessary +</p> <p>Ensure capital letters for proper nouns</p> <p>Commas to separate phrases and clauses</p> <p>Apostrophe for singular and plural possession</p> <p>Question marks</p> <p>Question marks for rhetorical questions</p>

	Apostrophes to mark singular and plural possession	reporting clause e.g. "Look at this," Sally said excitedly. Apostrophes to mark singular and plural possession	Begin to use brackets for dates Begin to use bullet points to help organise information	
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 Discussion, role play and drama within Reading as a Reader (role play, improvisations, listening, responding, asking questions) Presentation of chosen sections of writing to class or other audience	Generating ideas through discussion (listening, responding, asking questions) Collaborative writing (maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments) Presentation of writing to class or other audience	Whole class discussions to generate and organise content Short burst speeches about someone (mini-biography) Role play/hot-seating during Reading as a Reader (interviews) Presentation of writing to class or other audience	Generating ideas through discussion (listening, responding, asking questions) Collaborative writing (maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments) Performance of poetry

Transcription

NC Area	Autumn 1	Autumn 2
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 and use an exercise book with handwriting tramlines.</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 and use an exercise book with handwriting tramlines.</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, personal spelling lists, spelling logs, pair testing Dictations</p> <p><u>Revision of Year 3 spelling patters and rules + assess + teach Y1/2 CEW</u></p> <ol style="list-style-type: none"> 1. Revision of Y3 spelling list (actually, answer, arrive, bicycle, breathe, business, caught, century, circle) 2. New prefixes: 'pre-', 'dis-', 'mis-', 're-' 3. The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' 4. The /ɪ/ sound spelt 'y' 5. Words ending with the /g/ sound spelt 'gue' 6. The /k/ sound spelt '-que' (French in origin) 7. <u>Y4 Appendix 1 words</u> - Accidentally, address, appear, believe, breath, build, calendar, centre, certain 	<p>Spelling strategies-Have a Go Sheet, personal spelling lists, spelling logs, pair testing, Proof Reading Dictations</p> <p><u>Revision of Year 3 spelling patters and rules + teach/consolidate Y1/2 CEW</u></p> <ol style="list-style-type: none"> 1. Revision of Y3 spelling list (consider, decide, different, disappear, earth, enough, experience, extreme) 2. Homophones brake/break, grate/great, eight/ate, weight/wait, son/sun 3. Prefixes: 'sub-', 'tele-', 'super-', 'auto-' 4. Suffixes 'less' and 'ly' 5. The /ʃ/ sound spelt 'ch' (mostly French in origin) 6. The /k/ sound spelt 'ch' (Greek in origin) 7. <u>Y4 Appendix 1 words</u> - Complete, continue, describe, difficult, early, eighth, exercise, experiment, famous
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>	