



English Overview – Spring – Year 4

Composition

NC Areas	Spring 1		Spring 2		
Class Reader	Podkin One-Ear		Wonder		
Genre and Writing Focus	<p><b>Model Text:</b> Elf Road Portal tale <b>Focus: Settings</b></p>	<p>Short Burst Writing Poetry into prose <b>Focus: Description</b></p>	<p><b>Model Text:</b> What is life like through different portal worlds? Non-chronological report + persuasion <b>Curriculum linked invention - What is life like in the world's different biomes?</b></p>	<p><b>Invention</b> Fiction drawing on narrative structures and toolkits taught so far</p>	
Toolkits	<p><b>Settings Toolkit</b></p> <p><b>Consolidate Y1/2 toolkit features +</b> Choose an interesting name for the setting Vary settings throughout narrative Select time and weather to create an effect Show how the character reacts to the setting Show the setting through the character's eyes Use prepositions to extend setting descriptions</p>	<p><b>Description Toolkit</b></p> <p><b>Consolidate Y1/2 toolkit features +</b> 'Show' not 'tell' – describe a character's emotions using senses or a setting to create an atmosphere e.g. A shadow darted forward. Her skin crawled.  Select powerful, precise, and well-chosen nouns, adjectives, verbs, adverbs that really match e.g. rusted, overgrown, smeared, smothered.</p>	<p><b>Structure-Report</b> Opening that introduces the reader to the subject. Related information grouped into paragraphs or 'chunks'. Use of headings, sub-headings, information boxes, lists, diagrams, images, bullet points Paragraphs beginning with a topic sentence. Ending-final paragraph which makes a final 'amazing' point or relates the subject to the reader.</p>	<p><b>Structure-Persuasion</b> Opening that introduces and hooks the reader to the subject A series of points building one viewpoint Paragraphs that start with a topic sentence Often includes images to attract attention Final paragraph sums up points and relates subject back to reader</p>	<p><b>Toolkits taught so far</b></p> <p><b>Please revise these toolkits from previous units before writing</b></p> <p>Settings Description Characterisation Dialogue Openings</p>

	<p>Use a change of weather, setting or time to show a change in atmosphere</p>	<p>Use personification e.g. The bushes seemed to be holding their breath.</p> <p>Use metaphors and similes to create atmosphere e.g. even the tables froze.</p> <p>Use alliteration to add to the effect e.g. the damp, dark, dangerous woods.</p> <p>Use expanded noun phrases to add intriguing detail e.g. the shaggy dog at the end of the lane begged on all fours.</p>	<p><b>Language-Report</b>  Present tense (apart from historical reports)  Third person  Factual writing  Formal tone  General nouns  Technical/subject specific vocabulary  Signposts/connectives-for addition e.g. Also, In addition, Furthermore  -generalisation e.g. Many, Most, Some, A few  -Comparison-Equally, Similarly, Whereas, In contrast</p>	<p><b>Language-Persuasion</b>  Personal and direct in tone (informal)  Present tense  Opinions represented as facts  Use of the imperative  Weasel words (emotive language designed to deceive/give best impression)  Use of language that sounds good-slogans etc  Rhetorical questions that address the reader directly  Signposts/connectives for:  Adding points e.g. Also, In Addition, Furthermore  Time e.g. First, Finally  Emphasis e.g. Most of all, Most importantly, In fact  Generalisation e.g. Most, All, The majority</p>	
<b>Planning and Text structure</b>	<p>Portal tale boxing-up grid for 5 part story (weaker writer can use story-map to plan)  Map innovation using story map  Plan opening using setting description  Begin to 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 – character returns to setting from the beginning</p>	<p>Use images as stimuli (settings, characters, objects etc  Create spine poems based on images (spine of nouns + description using above toolkit)  Use 3-part box-up to plan beginning, middle and end of description</p>	<p>Use report and persuasion skeletons 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 of content  Opening paragraph to orientate the reader ((who? What? Where? Why? When?)  Final paragraph sums up main points and relates back to reader  Headings and sub-headings to group related information  Signposts/connectives for cohesion (see above + separate signposts/connectives document in SharePoint)</p>	<p>Use image, picture book, film clip, object etc as stimulus for writing.  Model using stimuli to plan story and story map.  Use 5 sentence structure to plan story e.g. One day, After a while, Unfortunately, Luckily, Finally  Plan opening around character, setting or description.  Orally rehearse story</p>	
<b>Sentence construction</b>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b>  Use long sentences to enhance description (including sentence of 3 for description)</p>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b>  Use long sentences to enhance description (including sentence of 3 for description)</p>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b>  Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so) Teach this as FANBOYS</p>	<p><b>Consolidate national assessment criteria:</b>  Use nouns and pronouns within and across sentences for cohesion</p>	

	<p>Use short sentences to increase impact e.g. She glared.</p> <p>Use similes to start sentences e.g. As white as a sheet, she hid behind the door.</p> <p>Use fronted adverbials for how, when, where,</p> <p>Secure use of simple embellished sentences (ensure expanded noun phrases with modification before and after the noun)</p> <p>Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so) Teach this as FANBOYS</p> <p>Develop 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</p> <p>'ed' clauses as starters e.g. Abandoned, the cottage had begun to crumble into the ground.</p> <p>Drop-in -ing clause to add detail e.g. The door, peeling and rotting, swung off its hinges.</p> <p>Sentence of 3 for description</p> <p>Speech used to convey setting "How beautiful!" Jane exclaimed, stepping through the heavy, wooden door.</p>	<p>Use short sentences to increase impact e.g. She glared.</p> <p>Use similes to start sentences e.g. As white as a sheet, she hid behind the door.</p> <p>Use fronted adverbials for how, when, where,</p> <p>Secure use of simple embellished sentences (ensure expanded noun phrases with modification before and after the noun)</p> <p>Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so) Teach this as FANBOYS</p> <p>Develop 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</p> <p>'ed' clauses as starters e.g. Abandoned, the cottage had begun to crumble into the ground.</p> <p>Drop-in -ing clause to add detail e.g. The door, peeling and rotting, swung off its hinges.</p> <p>Sentence of 3 for description</p> <p>Speech used to convey setting "How beautiful!" Jane exclaimed, stepping through the heavy, wooden door.</p>	<p>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</p> <p>Fronted adverbials – when, where, why, how</p> <p>Use nouns and pronouns for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Past tense using correct verb inflections (-ed, -s)</p> <p>Repetition to persuade – Visit paradise – Visit the Amazon!</p> <p>-ed clauses as openers</p> <p>-ing- clauses as openers</p> <p>Drop-in -ing clauses for additional information</p> <p>Rhetorical questions to 'talk' directly to reader</p>	<p>Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).</p> <p>Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).</p> <p>Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3)</p> <p>Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done).</p> <p>Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases</p>
<b>Language</b>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b></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><b>Ensure Y3 objectives are secure and reteach if necessary +</b></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><b>Ensure Y3 objectives are secure and reteach if necessary +</b></p> <p>Use of formal language</p> <p>Use of proper nouns – names, places, dates</p> <p>Superlatives and comparatives (hot, hotter, hottest, dry, drier, driest)</p> <p>Technical language and subject specific vocabulary</p> <p>Difference between plural and possessive -s</p> <p><b>Connectives and sign-posts (see separate doc) for:</b></p> <p>Adding on-Also, In addition, Furthermore</p> <p>Time sentence signposts for coherence e.g. First. Finally</p> <p>Generalisers e.g. Many, Most, Some, A Few</p>	<p><b>Consolidate national assessment criteria:</b></p> <p>Use ambitious vocabulary (collected from reading)</p> <p>Range of prepositions</p> <p>Powerful verbs and adverbs</p> <p>Precise use of adjectives to describe</p> <p>Use a range of conjunctions to join clauses – coordinating (for, and, nor, but, or, yet) and subordinating conjunctions (if, since, as, when, although, while,</p>

	Ambitious use of vocabulary (magpie during reading)			after, before, until, because)
<b>Punctuation</b>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b> Secure Y2 punctuation-full stops, capital letters, exclamation and question marks Secure capital letters for proper nouns Commas to separate clauses in complex sentences e.g. Although it was raining, Tom went to the park Commas after fronted adverbials Commas in a sentence of 3 e.g. Sally was tall, skinny and had a ring through her nose. Inverted commas for direct speech 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. Apostrophes to mark singular and plural possession</p>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b> Secure Y2 punctuation-full stops, capital letters, exclamation and question marks Secure capital letters for proper nouns Commas to separate clauses in complex sentences e.g. Although it was raining, Tom went to the park Commas after fronted adverbials Commas in a sentence of 3 e.g. Sally was tall, skinny and had a ring through her nose. Inverted commas for direct speech 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. Apostrophes to mark singular and plural possession</p>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b> Secure Y2 punctuation-full stops, capital letters, exclamation and question marks Ensure capital letters for proper nouns Commas after fronted adverbials Apostrophes to mark singular and plural possession Commas after subordinate clause if at beginning of sentence Begin to use brackets for additional information The Amazon Rainforest (in Brazil) is the largest rainforest in the world. Begin to use bullet points to help organise information</p>	<p><b>Consolidate national assessment criteria:</b> Secure Y2 punctuation-full stops, capital letters, exclamation and question marks Ensure capital letters for proper nouns Commas after fronted adverbials Apostrophes to mark singular and plural possession Use inverted commas and other punctuation to indicate direct speech accurately.</p>
<b>Terminology to consolidate</b>	<p><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></p>			
<b>Terminology to introduce</b>	<p><b>pronoun, possessive pronoun, adverbial, fronted adverbial, apostrophe for plural possession, present perfect verb form in contrast to past tense</b></p>			
<b>Spoken Language</b>	<p>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</p>	<p>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</p>	<p>Whole class discussions to generate and organise content. Short burst oral rehearsal using sentence stems and scaffolds-choose a topic such as Teachers, Children, Dogs, Dragons, Aliens (focus on report sentence stems e.g. Many teachers...Whereas some teachers...  Oral rehearsal of persuasive sentences (use sentence stems) e.g. St Agnes is the best school in the world because... In addition... Most people say... Topics could include: How to persuade people that St Agnes is the best place to live, How to persuade a dragon to move somewhere else</p>	<p>Whole class discussions to generate and organise content. Short burst oral 5 sentence stories – One day, After a while, Unfortunately, Luckily, Finally Present favourite section to class or parallel class</p>

## Transcription

NC Area	Spring 1	Spring 2
<b>Handwriting</b>	<p><b>1 x 15 minute handwriting 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 and use an exercise book with handwriting tramlines.</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 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 and use an exercise book with handwriting tramlines.</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>
<b>Spelling</b>	<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 /t/ 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. Appendix 1 words</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. Appendix 1 words</b>                      Knowledge, length, material, mention, natural, notice, often, ordinary</p>
<b>Spelling ongoing</b>	<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>	