



## English Overview – Summer – Year 4

### Composition

NC Areas	Summer 1		Summer 2	
Class Reader	The Wizards of Once		Escape to the River Sea	
Genre and Writing Focus	<b>Model Text:</b> Adventure at Sandy Cove Finding Tale Focus: <b>Suspense and Action</b>	<b>Love That Book</b> Invention Whole school response to text	<b>Model Text:</b> Should Children be able to play anywhere they want? Discussion Text Independent Application: Should Children be allowed devices in school?	<b>Model Text:</b> The Magic Box  List Poetry
Toolkits	<b>Suspense Toolkit</b>  <b>Consolidate Y1/2 toolkit features +</b> Use empty words to hide the threat – something, somebody, it, a silhouette  Let the threat get closer and closer  Show the character's feelings through their reactions – She froze.	<b>Toolkits</b>  <b>Fiction</b> Revise and draw on Toolkits learnt so far: 1. Description 2. Settings 3. Action 4. Suspense 5. Characterisation 6. Dialogue <b>Non-Fiction</b>	<b>Structure</b> <ul style="list-style-type: none"> <li>Present the topic being discussed through a question: Is homework necessary?</li> <li>Opening paragraph states clearly what is being discussed and why this matters: We are discussing whether (or not) ... This is important because ...</li> <li>Series of points made in paragraphs</li> <li>Topic sentences to open sentences</li> <li>Either organised with all arguments for and then against OR a series of contrasting points</li> <li>Conclusion which summaries the main arguments</li> </ul>	<b>Poetry Toolkit</b>  Identify desired tone/mood and choose language and structure to create this Use well-chosen words with precision Draw on ambitious vocabulary from reading (Magpie Books) Use adjectives, verbs, adverbs carefully Use personification Use similes Use repetition Use alliteration (assonance and consonance)

	<p>Intensify the situation through repetition – Deeper and deeper she walked into the forest.</p> <p>Use rhetorical questions to make the reader worried – Who had turned out the light? What was it?</p> <p>Select verbs that connect to the emotion of the main character – crept, tiptoed, trembled or the threat – grabbed, smothered, slithered</p> <p><b>Action Toolkit</b></p> <p><b>Consolidate Y1/2 toolkit features +</b></p> <p>Show how a character is feeling through their actions and reactions – trudged, tiptoed, glanced, sighed, glared</p> <p>Inject action into the setting, creating atmosphere through personification and simile – The bushes seemed like they were holding their breath. The trees lined the streets like an army.</p> <p>Use a variety of progressive ‘-ing’ openers to drop the reader straight into the action – Leaping out from behind the car, ...</p> <p>Extend the action using an ‘-ing’ clause – The trees lined the streets like an army, standing to attention.</p> <p>Vary sentence length to affect the reader – short punchy sentences to build tension and pace: The door slammed shut. He was not alone.</p> <p>Use a wider range of dramatic fronted adverbials to advance the action – In an instant, ... Without warning, ..., Without thinking ...</p>	<p>Revise and draw on non-fiction text types learnt so far:</p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Persuasion (letters, adverts)</li> <li>• Explanation</li> <li>• Non-chronological report</li> <li>• Recount (biographies, diaries)</li> </ul>	<p><b>Language (please refer to Sentence Signposts)</b></p> <ul style="list-style-type: none"> <li>• Build up arguments through a series of time/addition openers: First of all, ... Secondly, ... Also, ... Furthermore, ...</li> <li>• Use generalisers to introduce an opinion without bias - <b>Some</b> people believe that ..., There are <b>many</b> people who believe that ... A <b>few</b> people may think...</li> <li>• Connectives for change of direction – <b>However, On the other hand, but, Despite, Although</b></li> <li>• Provide reasons to viewpoints using conjunctions and adverbials: <b>so, because, therefore, whereas, similarly, as a result, however, moreover, on the other hand ...</b></li> <li>• Use questions to engage the reader: <b>Do you think that ...? Why is it that ...?</b></li> </ul>	
--	--	--	--	--

<b>Planning and Text structure</b>	<p>Finding Tale boxing-up grid for 5 part story (weaker writer can use story-map to plan)</p> <p>Plan opening using action or suspense</p> <p>Begin to paragraph in sections to show a change in place or jump in time</p> <p>Ensure a clear distinction between resolution and ending-include reflection on events and characters</p> <p>Ensure that the ending links back to the opening</p>	<p>Use boxing-up, story map, story mountain as appropriate to chosen story type (draw on story structures already learnt)</p> <p>If writing non-fiction use skeleton plan format to generate and organise ideas before transferring to a box-up grid</p>	<p>Use discussion skeletons to plan ideas</p> <p>Box-up grid to plan text structure and placing of images/fact boxes and other organisational features</p> <p>Secure use of lay out suitable for text (link to reading)</p> <p>New paragraph for each section and begin to paragraph within sections to show change of content</p> <p>Opening paragraph to orientate the reader</p> <p>Final paragraph sums up main points and relates back to reader</p> <p>Headings and sub-headings to group related information</p> <p>Signposts/connectives for cohesion (see above + separate signposts/connectives document in SharePoint)</p> <p>Use of modal verbs to express uncertainty – <b>would, could, may, should, will</b></p>	<p>Plan using range of stimuli (images, film, music etc)</p> <p>Analysis of the structure of the poem should lead to the creation of a boxing-up grid</p>
<b>Sentence construction</b>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b></p> <p>Use long sentences to build suspense</p> <p>Use short sentences for action - to move events on quickly and for suspense e.g. He froze. He could hear them.</p> <p>Use similes to start sentences e.g. As white as a sheet, she watched the men enter the cave.</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. Petrified, she hid behind a rock.</p>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b></p> <p>Use long sentences to enhance description (including sentence of 3 for description)</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,</p>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b></p> <p>Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so) Teach this as FANBOYS</p> <p>Extend use of complex sentences using range of subordinating conjunctions (if, since, as, when, after, while, although, because, until, before)</p> <p>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>Rhetorical questions to 'talk' directly to reader</p> <p>Secure use of simple past and present tense</p>	<p><b>Stand-alone grammar -Revision of sentence structures</b></p> <p>Simple sentences</p> <p>Simple embellished sentences</p> <p>Main and subordinating clauses</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)</p> <p>Teach as I SAW A WABUB</p> <p>Fronted adverbials</p>

	<p>Drop-in -ing clause to add detail e.g. Sarah, trembling with fear, crouched behind the rock.</p> <p>Sentence of 3 for action e.g. She swung open the door, bounded down the path and jumped over the fence.</p> <p>Speech used to show a character's feelings and reactions (verb + adverb)) e.g. "Quick!" Sarah whispered urgently.</p> <p>Secure verb forms – past progressive (He <b>was washing</b> the dishes, when she came in.), present perfect (She <b>has seen</b> it before but not like this.), past perfect (On her way to the beach, she <b>had noticed</b> a red car in the layby)</p>	<p>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>Secure verb forms – simple past and present, past progressive and present and past perfect</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>Modals/conditionals e.g. would, should, could, may, might...</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>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>Change of direction e.g. On the other hand, Despite</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>Similes</p> <p>Superlatives</p> <p>Use of proper nouns</p> <p>The grammatical difference between the plural and possessive -s</p>
<b>Punctuation</b>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b></p> <p>Secure Y2 punctuation-full stops, capital letters, exclamation and question marks</p> <p>Secure capital letters for proper nouns</p>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b></p> <p>Secure Y2 punctuation-full stops, capital letters,</p>	<p><b>Ensure Y3 objectives are secure and reteach if necessary +</b></p> <p>Secure Y2 punctuation-full stops, capital letters, exclamation and question marks</p> <p>Ensure capital letters for proper nouns</p> <p>Commas after fronted adverbials</p>	<p><b>Consolidate national assessment criteria:</b></p> <p>Secure Y2 punctuation-full stops, capital letters, exclamation and question marks</p> <p>Ensure 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>Apostrophes to mark singular and plural possession</p>	<p>exclamation and question marks</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>Apostrophes to mark singular and plural possession</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas after subordinate clause if at beginning of sentence</p> <p>Begin to use brackets for additional information</p> <p>Begin to use bullet points to help organise information</p>	<p>Commas after fronted adverbials#</p> <p>Commas to separate clauses</p> <p>Apostrophes to mark singular and plural possession</p>
<b>Terminology to consolidate</b>	<p>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</p>			
<b>Terminology to introduce</b>	<p>pronoun, possessive pronoun, adverbial, fronted adverbial, apostrophe for plural possession, present perfect verb form in contrast to past tense</p>			
<b>Spoken Language</b>	<p><b>Presentational Talk</b> - Storytelling using class story map and own plan</p> <p><b>Exploratory Talk</b> - Discussion, role play and drama within Reading as a Reader (role play, improvisations, listening, responding, asking questions)</p> <p><b>Presentational Talk</b> - Presentation of chosen sections of writing to class or other audience</p>	<p><b>Exploratory Talk</b> - Generating ideas through discussion (listening, responding, asking questions)</p> <p><b>Exploratory Talk</b> - Collaborative writing (maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments)</p> <p><b>Presentational Talk</b> - Presentation of writing during whole school assembly</p>	<p><b>Presentational Talk</b> – oral rehearsal using text map</p> <p><b>Exploratory Talk</b> – Reading as a Reader activities</p> <p><b>Presentational Talk</b> – summarising – presenting a summary of the main points to the class</p> <p><b>Exploratory Talk</b> - Whole class discussions to generate and organise content.</p> <p><b>Presentational Talk</b> - Short burst oral rehearsal using sentence stems and scaffolds to rehearse sentence types</p> <ul style="list-style-type: none"> <li>• Should homework be banned?</li> <li>• Should dragons be kept as pets?</li> <li>• Should St Agnes library be closed?</li> <li>• Should children be allowed mobile phones in secondary school?</li> </ul>	<p><b>Presentational Talk</b> – oral rehearsal using text map</p> <p><b>Exploratory Talk</b> – discussion and Dialogic talk during Reading as a Reader</p> <p><b>Exploratory Talk</b> – generating and sharing ideas and co-constructing a toolkit</p> <p><b>Presentational Talk</b> – performing poems</p>

Transcription		
NC Area	Summer 1	Summer 2
Handwriting	<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.</p> <p>Children should be using normal 8mm lined exercise books unless handwriting lined paper is still supportive to sizing.</p> <p><b>Consolidate all 4 joins:</b></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><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.</p> <p>Children should be using normal 8mm lined exercise books unless handwriting lined paper is still supportive to sizing.</p> <p><b>Consolidate all 4 joins:</b></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  Dictations</p> <p><b>Teaching of Year 4 spelling patterns and rules</b></p> <ol style="list-style-type: none"> <li>Words ending /tʃə/ spelt 'ture' (creature, furniture)</li> <li>Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician)</li> <li>Prefixes 'anti-' and 'inter-'</li> <li>Suffix '-ation'</li> <li>Homophones scene/seen, male/mail, bawl/ball</li> <li>Revise contractions from Year 2</li> </ol> <p><b>7. <u>Appendix 1 words</u></b>  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  Dictations</p> <p><b>Teaching of Year 4 spelling patterns and rules</b></p> <ol style="list-style-type: none"> <li>Possessive apostrophe with plurals (revise singular)</li> <li>Words with the /s/ sound spelt 'sc' (Latin in origin)</li> <li>Endings that sound like /ʒən/ spelt '-sion' (division, confusion)</li> <li>Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'</li> <li>Suffix '-ous' (poisonous, outrageous)</li> <li>Homophones whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</li> </ol> <p><b>7. <u>Appendix 1 words</u></b>  Remember, separate, straight, strength, surprise, although, through, weight</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>	