

### Year 4 English Overview

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| Autumn 1<br>Narrative   | Roald Dahl<br>Novel as a Theme:<br><br><b>Author Study</b><br>Roald Dahl   | 4 Weeks | <ul style="list-style-type: none"> <li>• Create complex sentences with adverb starters eg Silently trudging through the snow,</li> <li>• Identify and discuss the purpose, audience, structure vocabulary and grammar of narrative.</li> <li>• Read and analyse narrative in order to produce their own versions.</li> <li>• Prepare play-scripts to read aloud, showing understanding through intonation, tone, volume and action</li> </ul>   |
| Autumn 1<br>Non-Fiction | Persuasive Text:<br><br>Volcanos, Pompeii                                  | 2 Weeks | <ul style="list-style-type: none"> <li>• Read and analyse non-fiction in order to produce their own versions.</li> <li>• Use paragraphs to organise writing in non-fiction</li> <li>• Generate and select from vocabulary banks</li> </ul>  |
| Autumn 1<br>Poetry      | Poems with a<br>theme:<br>Roald Dahl                                       | 1 Week  | <ul style="list-style-type: none"> <li>• Use paragraphs to organise writing in poetry text</li> <li>• Improve writing in light of evaluation.</li> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences</li> </ul>  |
| Autumn 2<br>Narrative   | Film and Play<br>Scripts:<br><br>Beatrix Potter<br>Peter Rabbit            | 3 Weeks | <ul style="list-style-type: none"> <li>• Prepare play-scripts to read aloud, showing understanding through intonation, tone, volume and action</li> <li>• Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense</li> <li>• Discuss and propose changes with partners and in small groups</li> <li>• Improve writing in light of evaluation</li> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences</li> </ul>  |
| Autumn 2<br>Non-Fiction | Information Text:<br>Lake district   | 3 Weeks | <ul style="list-style-type: none"> <li>• Evaluate how specific information is organised</li> <li>• Use headings and subheadings</li> <li>• Appraise a text to evaluate usefulness</li> </ul>  |
| Autumn 2<br>Poetry      | Classical Poetry:<br>Wordsworth-<br>Daffodils                              | 2 Weeks | <ul style="list-style-type: none"> <li>• Read and analyse poetry order to produce their own versions.</li> <li>• Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> </ul>   |
| Spring 1<br>Narrative   | Fairy Tales:<br>Hans Christian<br>Anderson<br>The Emperor's New<br>Clothes | 3 Weeks | <ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</li> <li>• Use commas to mark clauses in complex sentences</li> <li>• Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</li> <li>• Read and analyse a fairy tale in order to plan and write their own versions</li> <li>• Discuss and record ideas for planning e.g. chunk a plot</li> </ul> |

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| Spring 1<br>Non-Fiction | Recounts:<br>News Reports   | 3 Weeks | <ul style="list-style-type: none"> <li>• Use nouns for precision eg burglar rather than man.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation.</li> <li>• Discuss and record ideas for planning e.g. story board, boxing-up text types to create a plan.</li> </ul>   |
| Spring 1<br>Poetry      | Poems with a structure:<br>Kennings   | 1 Week  | <ul style="list-style-type: none"> <li>• Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences</li> <li>• Analysing different forms of poetry e.g. haiku, limericks, kennings.</li> <li>• Learning a range of poems by heart and rehearsing for performance.</li> </ul> |
| Spring 2<br>Narrative   | Fantasy:<br>(The Firework makers Daughter)                                  | 3 Weeks | <ul style="list-style-type: none"> <li>• Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense</li> <li>• Discuss and propose changes with partners and in small groups</li> <li>• Improve writing in light of evaluation</li> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences</li> </ul>                            |
| Spring 2<br>Non-Fiction | Discussion and Debate:  | 2 Weeks | <ul style="list-style-type: none"> <li>• Group related material into paragraphs</li> <li>• Develop and agree on rules for effective discussion</li> <li>• Create complex sentences using conjunctions</li> </ul>   |
| Spring 2<br>Poetry      | Poems with a theme:<br>Vikings  | 1 Week  | <ul style="list-style-type: none"> <li>• Use paragraphs to organise writing in poetry text</li> <li>• Improve writing in light of evaluation.</li> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences</li> </ul>   |
| Summer 1<br>Narrative   | Myths and Legends:<br>Beowulf   | 3 Weeks | <ul style="list-style-type: none"> <li>• Plan and write a myth/legend based on a model</li> <li>• Tell the myth/legend to an identified audience</li> </ul>  |
| Summer 1<br>Non-Fiction | Non-Chronological Report:<br>Life of a Viking                               | 2 Weeks | <ul style="list-style-type: none"> <li>• Use paragraphs to organise writing in non-fiction text.</li> <li>• Explore, identify, collect and use noun phrases eg We were</li> <li>• Generate and select from vocabulary banks.</li> </ul>  |
| Summer 1<br>Poetry      | Classic poetry:<br>Beowulf poem   | 1 Week  | <ul style="list-style-type: none"> <li>• Read and analyse poetry order to produce their own versions.</li> <li>• Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> </ul>  |
| Summer 2<br>Narrative   | Stories with Issues and Dilemmas:<br>Wallace and Gromit<br>A matter of Loaf | 3 Weeks | <ul style="list-style-type: none"> <li>• Make predictions based on information stated and implied</li> <li>• Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images</li> <li>• Create sentences with fronted adverbials for where eg – In the distance</li> </ul>   |

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| Summer 2<br>Non-Fiction | Explanation Text:<br>Wallace and Gromit<br>Cracking Contraptions | 2 Weeks | <ul style="list-style-type: none"><li>• Explore, identify and create complex sentences using a range of conjunctions e.g. if, so, because, when</li><li>• Discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan.</li><li>• Organise paragraphs in explanations</li></ul>   |
| Summer 2<br>Poetry      | Poems with a structure:<br>Cinquain                              | 1 Week  | <ul style="list-style-type: none"><li>• Discuss and propose changes to own and others' writing with partners/small groups.</li><li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences</li><li>• Analysing different forms of poetry e.g. haiku, limericks, kennings.</li><li>• Learning a range of poems by heart and rehearsing for performance.</li></ul> |