

Stelling Minnis CE Primary School – English Overview				Year 4		Years A & B	
	Term 1 & Term 2		Term 3 & Term 4		Term 5 & Term 6		
Year A (Even Year Start) Texts and Writing Text Types	Stone Age Ugg – Boy Genius of the Stone Age Text types: Narrative	Electricity Werewolf Rules Text Types: Poetry	The Iron Age Charlotte’s Web Text Types: Writing in role	All around the world Pugs of the Frozen North Text Types: Narrative	Read all about it! I was a rat The Scarlet Slippers Text Types: Newspaper reports	Town and Country Belonging Text types: Persuasive writing	
Year B (Odd Year Start) Texts and Writing Text Types	The Egyptians Varjak Paw Text Types: Narrative	Extreme Weather Storm Text Types: Newspaper Report	Light and Dark The King who banned the Dark Text Types: Narrative	Rainforests The Kapok Tree Text Types: Non narrative information text	Water Oliver and the Seawigs Text types: Poetry	Invaders and Warriors Arthur and the Golden Rope Text types: Letters Diary entries	
Spelling No Nonsense Spelling	Strategies at the point of writing: Have a go Statutory Word list Words ending - sure Possessive apostrophe with singular proper nouns Homophones	Strategies for learning words Proofreading Prefixes: in-, ill-, im-, ir- Statutory words Personal spellings Words with ei, eigh,ey Words with ch and sound spelt ‘ou’ Adding suffixes beginning with vowels to words of more than one syllable -ing, -ed, -en, -er	The /g/ sound spelt ‘gu’ Statutory words Personal lists Words ending -ture Dictation Possessive apostrophes with plurals Strategies for learning homophones Assess statutory list Error analysis by teacher	Revise statutory words learnt so far Strategies at point of writing – Have a Go Proofreading Prefixes anti- , inter- Endings – cian, - sion, -tion, -ssion Revise/assess spellings taught so far	Words with sc (Latin in origin) Statutory words Personal word lists Endings -sion Apostrophes for possession – singular and plural Homophones Statutory words	Suffix -ous Proof reading Prefixes un-, did-, in-, re-, sub-, inter-, super-, anti-, auto- Statutory words Suffix -ly, -le, -ic Strategies Revise work covered this term	
Grammar	Children should write accurate sentences in a cohesive piece of writing using new vocabulary						

<p>Dictate simple sentences by the teacher to rehearse spellings and punctuation taught throughout the year.</p>	<p>Revision: Sentence punctuation learnt so far. Tenses so far Adverbs Prepositions Inverted commas Contractions determiners Subordinate clauses Continue word families</p>	<p>Revise: Time conjunctions Prepositions Adverbs Introduce: More pronouns More prefixes (see appendix 1) Word families Expanded noun phrases</p>	<p>Revise: Conjunctions for time, place and cause. Range of sentences Word classes Expanded noun phrases Introduce: Commas to separate clauses Plural possessive apostrophes More suffixes (see Appendix 1) Paragraphs</p>	<p>Revise: Present and past tenses Word classes Determiners Apostrophes Paragraphs Headings and sub headings Introduce: Inverted commas and further speech punctuation Fronted adverbials</p>	<p>Revise: Contractions Use of commas in sentences Use of pronouns to avoid repetition Paragraphs Subordinate clauses Fronted adverbials Introduce: More word families</p>	<p>Revise all new learning this year. Track key objectives Develop proof reading and editing skills to create accurate sentences in a cohesive piece of writing using new vocabulary.</p>
<p>Writing</p>	<p>Composition</p> <p>Plan by discussing, recording ideas and vocabulary Build a rich vocabulary Begin to open paragraphs with topic sentences Write a narrative with a clear structure, setting, characters and plot Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</p> <p>Compose sentences using a wider range of structures, linked to the grammar objectives Orally rehearse structured sentences or sequences of sentences Assess the effectiveness of their own and others' writing and suggest improvements. Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition Discuss writing similar to what they plan to write in order to understand and learn from structure, vocabulary and grammar.</p>					
<p>Handwriting Year 3 and 4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 					

<p>Reading</p>	<p>Our Y4 reading programme focuses on challenging our pupils' deeper understanding of the texts they read, so that they really begin to develop their inferential understanding of both fiction and non-fiction texts.</p> <p>We introduce our pupils to the idea of imagery, particularly during this year group. This is often achieved through poetry. Children begin to read and talk about figurative language.</p> <p><i>There may need to be adjustments in AY 2020/ 2021 based on reduced exposure to reading skills in Year 3</i></p>				
<p>Reading Progression</p>	<p>Word Reading</p> <p>Apply a growing knowledge of morphology both to read aloud and to understand the meaning of unfamiliar words</p> <p>Become a more independent, fluent and enthusiastic reader, as decoding becomes more secure.</p> <p>Read a wide range of common exception words including the 3/4 list.</p>	<p>Fluency & Phrasing</p> <p>Read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words.</p> <p>Sight read a wide range of exception words.</p> <p>With support, notice where commas create phrasing within sentences.</p> <p>Read with expression, using punctuation to support meaning including multi-clause sentences.</p> <p>Prepare poems to read aloud and perform, showing though intonation, tone, volume and action a growing awareness of the listener.</p>	<p>Literal Understanding & Retrieval</p> <p>Know which books to select for specific purposes, especially in relation to science, history and geography learning.</p> <p>Develop reading retrieval skills by working across a wider range of texts with growing familiarity.</p> <p>Work with texts of increasing length to retrieve information across the whole text as well as at a more local level.</p> <p>Identify some text type organisational features, eg narrative, explanation, persuasion.</p> <p>Know and recognise some of the literary conventions in text types covered.</p> <p>Skim a whole text to select which paragraph or section contains the answers.</p>	<p>Inferential Reading</p> <p>Skills</p> <p>Use dictionaries with growing independence to check the meaning of new vocabulary.</p> <p>With increasing confidence and knowledge, identify themes across the text.</p> <p>Continue to draw inferences about character's feelings, thoughts and motives and justify this with textual evidence.</p> <p>Infer meanings and begin to justify them with evidence from the text.</p> <p>Predict what might happen from implied details.</p>	<p>Response to Texts</p> <p>With growing confidence and experience of a wide range of texts, continue to build positive attitudes to reading.</p> <p>Listen to and discuss a wide range of texts including listening to the opinion of others.</p> <p>Increase familiarity with texts including myths and legends and retell some orally with confidence.</p> <p>With an increasing awareness of authorial choice, discuss words and phrases which capture interest.</p> <p>Identify how language, paragraph, structure and layout contribute to meaning.</p>

Scan the paragraph or section to retrieve and use the text to support the answer.

Continue to check the text makes sense and reread to check if necessary.