



Year 4 English Overview



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Purpose and genre	Inform – 2 weeks <i>Non-chronological report</i> Entertain – 4 weeks <i>Character description</i> <i>Roman Myth</i>	Persuade – 3 weeks <i>Letter</i> Inform – 3 weeks <i>Non-Chronological report</i>	Poetry – 1 week Entertain – 3 weeks <i>Character and setting description</i> <i>Mystery Story</i>	Poetry – 1 week Entertain – 2 weeks <i>Suspense writing</i> Inform – 2 weeks <i>Explanation</i>	Poetry – 1 week <i> kennings</i> Entertain – 2 weeks <i>Narrative from a different perspective</i> Inform – 2 weeks <i>Newspaper report</i>	Entertain – 3 weeks <i>Adventure story</i> Persuade – 2 weeks <i>Persuasive speech</i>
National Curriculum	Composition (planning, drafting, editing and proof reading)	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures Organise paragraphs around a theme In narratives, create settings, character and plot In non-narrative material, use simple organisational devices (for example headings and subheadings) Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 					
National Curriculum	Text Level and composition	Paragraphs (Y3) Heading and subheadings Title, subheadings , labels, captions, glossary, index. Moral message Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Power of three (Y3)	Paragraphs (Y3) Heading and subheadings Simple present tense/simple past tense (Y2) Present perfect (Y3) Power of three (Y3) Anecdotes Alliteration (Y2) Rhetorical questions (Y3) Facts to support opinions Second person narrative Quotes Photos/diagrams/illustrations	Paragraphs (Y3) Dialogue Figurative language (similes Y2 metaphors Y3) Alliteration (Y2) Build on story shapes (Y3) Story openings (Y3) Story endings (Y3)	Paragraphs (Y3) Dialogue Simple present tense/simple past tense (Y2) Figurative language (including personification and onomatopoeia.) Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Zoom in and out to move quickly in a story Zoom in and out to move quickly in a story	Paragraphs (Y3) Dialogue Simple present tense/simple past tense (Y2) Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Zoom in and out to move quickly in a story Quotes/indirect speech 5 Ws (Y3) Third person (Y3)	Dialogue Paragraphs (Y3) Past, present (Y2) and future tense (Y4) Figurative language (including personification and onomatopoeia.) Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Zoom in and out to move quickly in a story Power of three (Y3) Anecdotes Alliteration (Y2) Rhetorical questions (Y3) Facts to support opinions 1 st /2 nd /3 rd person narrative



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National Curriculum	Sentence Level	<p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions (Y3)</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex. (Y3)</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p>	<p>Fronted adverbials</p> <p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions (Y3)</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex. (Y3)</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions (Y3)</p> <p>Conjunctions (Y3)</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions (Y3)</p> <p>Conjunctions (Y3)</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions (Y3)</p> <p>Conjunctions (Y3)</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions (Y3)</p> <p>Conjunctions (Y3)</p>
National Curriculum	Word Level including punctuation	<p>Nouns/pronouns for clarify</p> <p>Apostrophes (singular possession and contractions) (Y2)</p> <p>Precise noun choice</p>	<p>Commas after a fronted adverbial</p> <p>Apostrophes (singular possession and contractions) (Y2)</p> <p>Inverted commas (Y3)</p>	<p>Inverted commas (including other punctuation to indicate direct speech)</p> <p>Commas after a fronted adverbial</p>	<p>Inverted commas (including other punctuation to indicate direct speech)</p> <p>Commas after a fronted adverbial</p> <p>Commas in a list (Y2)</p> <p>Apostrophes (singular possession and contractions) (Y2)</p> <p>Apostrophes for plural possession</p> <p>Precise noun choice</p>	<p>Inverted commas (including other punctuation to indicate direct speech)</p> <p>Commas after a fronted adverbial</p> <p>Commas in a list (Y2)</p> <p>Apostrophes (singular possession and contractions) (Y2)</p> <p>Apostrophes for plural possession</p> <p>Standard English forms for verb inflections</p> <p>Precise noun choice</p>	<p>Inverted commas (including other punctuation to indicate direct speech)</p> <p>Commas after a fronted adverbial</p> <p>Commas in a list (Y2)</p> <p>Apostrophes (singular possession and contractions) (Y2)</p> <p>Apostrophes for plural possession</p> <p>Standard English forms for verb inflections</p> <p>Precise noun choice</p>
National Curriculum	Spelling	<p>Discrete spelling lessons. See 'Essential Spellings'. Application in writing lessons.</p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>					
National Curriculum	Handwriting	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes 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>					