

English Overview 2022-23 (Year 4)

Autumn 1							Autumn 2						
Text Type	Author Study (3 weeks) <i>I'll take you to Mrs Cole!</i> By Michael Foreman		Poetry - (2 weeks) Autumn Poems	Setting Description (2 weeks) <i>Journey, Quest and Return</i> trilogy By Aaron Becker			Adventure Story (4 weeks) <i>Mimi and the dragon</i> by Michael Morpurgo			Non-chronological Report – Fact file <i>Vikings – How to Train Your Viking</i> – Cressida Cowell			
Grammar/Composition	<ul style="list-style-type: none"> Inverted commas Fronted Adverbials Paragraphs 		<ul style="list-style-type: none"> Personification Similes Metaphors 	<ul style="list-style-type: none"> Expanded noun phrases Commas Prepositions Synonyms Fronted Adverbials 			<ul style="list-style-type: none"> Single clause and multi clause sentences Third person and past tense Apostrophes for contractions Use conjunctions, adverbs and prepositions to express time and cause Punctuate direct speech Fronted Adverbials Nouns and pronouns Paragraphs 			<ul style="list-style-type: none"> Headings and subheadings Determiners Pronouns and nouns Comparative conjunctions Present perfect form of verbs in contrast to the past tense using conjunctions, adverbs and prepositions to express time and cause 			
Spelling		words from year 3/4 spelling list	Words ending /ɜə/ (sure) or /tʃ ə/ (ture)	possessive apostrophe with singular nouns	homophones	homophones		Prefixes 'in-', 'il-', 'im-' and 'ir-'	Prefixes 'in-', 'il-', 'im-' and 'ir-'	The /eɪ /sound spelt 'ei', 'eigh'	The /eɪ / sound spelt 'ey'	The /ʌ / sound spelt 'ou'	Suffixes ('-ing', '-er', '-en', '-ed')
Handwriting	Your handwriting folder	Decorative patterns	Letter joins (ar, ai, ab, un,)	Letter joins (ou, vi, wi, it)	Letter joins (al, ul, of, wh) and	a verse for valentines	Designing a birthday card	Address on an envelope	Writing a postcard	weather terms	Some words you should know	Apostrophes	
Comprehension	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 						<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 						

Spring 1							Spring 2						
Text Type	Character Descriptions <i>The Twits</i> by Roald Dahl			Poetry – Midnight Feasts (SPAG recap – discrete)			Suspense Writing <i>The Old Mill- Pie</i> Corbett			Balanced Arguments			
Grammar/Composition	<ul style="list-style-type: none"> Subordinating conjunctions Expanded noun phrases Similes Metaphors Possessive and Plural s 			Review and revise SPaG objectives learnt so far. Performance poetry.			<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using commas after fronted adverbials ellipses and exclamation marks 			<ul style="list-style-type: none"> Connectives to link ideas (therefore, furthermore, however) Persuasive devices – Agreement (obviously, without doubt) Powerful adjectives Rhetorical questions 			
Spelling	the /g/ sound spelt gu	'-ture' spellings	Possessive apostrophe with plurals	Homophones	words from year 3/4 spelling list	Spelling recap		Spelling recap	Prefixes 'anti-' and 'inter-'	'-cian', '-sion', '-tion' and '-ssion'	'-cian', '-sion', '-tion' and '-ssion'	Spelling recap	
Handwriting	Some words you should know	Some words you should know	Compound words	Compound words	Syllables	Syllables	Syllables	Pronunciation	'Please' sentences	'thank you' sentences	Do and don't sentences	Some words you should know	
Comprehension	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry [for example, free verse, narrative poetry] checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 						<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes identifying themes and conventions in a wide range of books checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 						

English Overview 2022-23 (Year 4)

Summer 1							Summer 2					
Text Type	Fantasy Story Leon and the Place Between by Angela McAllister			Explanation Until I Met Dudley by Roger McGough			Greek Myths The Orchard book of Greek Myths			Newspapers Greek Myths by Marcia Williams		
Grammar/ Composition	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials 			<ul style="list-style-type: none"> Causal conjunctions and time conjunctions (As a result, hence, because, consequently, therefore) Paragraphs 			<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using commas after fronted adverbials 			<ul style="list-style-type: none"> Chronological order. Punctuating direct and reported speech Third person and past tense. Verb inflection Pronouns and nouns 		
Spelling		words with the 'sc' sound	'sion'	'tion'	Homophones	words from year 3/4 spelling list	Suffix 'ous'	prefixes	prefixes	Suffix 'ly'	Spelling recap	
Handwriting	Some words you should know	Some words you should know	Rules for discussion	Single into plural	Decorating letters	Decorating letters	Speed writing	It's an apostrophe!	Some words you should know	Unusual epitaphs	Design a poster	Writing a letter
Comprehension	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 						<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 					