

English Overview Cycle A Spring Term Year 4

	Spring 1	Spring 2
Year 4 2020/21	Burps, Bottoms and Bile (Sci)	Through the Ages (Hist)
Focus	Write to Inform	Write to Entertain
Suggested Texts	Demon Dentist – David Walliams	Stig of the Dump – Clive King
Writing Outcomes	Fact files; Explanations using idioms; Fantasy narratives; Slogans; Persuasive texts e.g. Formal letter to persuade	Book reviews Narratives; Instructions; Cinquains; Chronological reports
Cornerstones Spoken Language	<p>Toothy Idioms Gain, maintain and monitor the interest of the listener(s). Ask relevant questions to extend their understanding and knowledge. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Fantasy Narratives Listen and respond appropriately to adults and their peers. Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Slogans Speak audibly and fluently with an increasing command of Standard English.</p> <p>Persuasive texts Articulate and justify answers, arguments and opinions.</p> <p>Developing Skills:</p> <ul style="list-style-type: none"> Ask a series of questions to speculate, imagine and explore ideas. 	<p>Developing Skills:</p> <ul style="list-style-type: none"> Ask a series of questions to speculate, imagine and explore ideas. Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. Listen and respond appropriately to the instructions, contributions or viewpoints of others. Respond appropriately to others and make some extended contributions in formal and informal discussions.

	<ul style="list-style-type: none"> • Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. • Listen and respond appropriately to the instructions, contributions or viewpoints of others. • Respond appropriately to others and make some extended contributions in formal and informal discussions. • Challenge opinions and points of view, offering an alternative viewpoint or opinion. 	
<p>Reading</p>	<p>Toothy Fact files Use dictionaries to check the meaning of words that they have read. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Explanation Discuss words and phrases that capture the reader’s interest and imagination. Identify how language, structure, and presentation contribute to meaning.</p> <p>Slogans Retrieve and record information from non-fiction.</p> <p>Persuasive Texts Identify the main ideas drawn from more than one paragraph and summarise these.</p> <p>Developing Skills</p> <ul style="list-style-type: none"> • Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. 	<p>Developing Skills</p> <ul style="list-style-type: none"> • Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. • Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. • Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. • Identify and summarise the main ideas drawn from more than one paragraph in longer texts

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<p>Writing Objectives and building up of skills in specific writing tasks,</p>	<p>Demarcation of Sentences</p> <p>Toothy Fact Files Plan their writing. 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. In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>Explanations (tooth idioms) Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Fantasy Narrative (Journey through digestive system) Evaluate and edit. Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.</p> <p>Developing Skills:</p> <ul style="list-style-type: none"> • Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. • Use a range of organisational devices effectively to structure non-narrative writing 	<p>Demarcation of Sentences</p> <p>Developing Skills:</p> <ul style="list-style-type: none"> • Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. • Use a range of organisational devices effectively to structure non-narrative writing • Make some choices about vocabulary and sentence structure. • Assess the effectiveness of their own and others' writing, suggesting and making changes to grammar and vocabulary to improve consistency. • Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors.

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Handwriting	Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters.	
Spelling	<p>The /g/ sound spelt 'gu'</p> <p>Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>Possessive apostrophe with plurals</p> <p>Homophones</p> <p>Error Analysis (teacher to do)</p>	<p>Prefixes 'anti-' and 'inter-'</p> <p>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p> <p>words from statutory and personal spelling lists</p>
Sentence level features (including grammar and punctuation) non task specific.	<p><i>Demarcation of sentences</i></p> <p><i>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</i></p> <p>Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p>	<p><i>Demarcation of sentences</i></p> <p>Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said</p> <p>Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind</p> <p>Use of determiners a or an a.</p>

	Powerful verbs	
Spoken Language	<p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates. Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
Reading (through Guided Reading)	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>retrieve and record information from non-fiction</p> <p>predicting what might happen from details stated and implied</p> <p>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.</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books</p>