

New English Year Topic Plan Autumn Overview Year 4 2021 – Cycle A

•	Autumn 1	Autumn 2
Year 3 2020/21	Mighty Metals (Sc)	Emperors and Empires (Hist)
Focus	Write to Inform	Write to Inform
Suggested Texts	The Iron Man – Ted Hughes	Roman Tales: The Goose Guards – Terry Deary Armistice- (Visual literacy – poppy field film clip)
Writing Outcomes	Non-chronological report about toys; Explanations (Forces); Instructions; Poetry – List poem; Recounts	Biographies; Letters e.g informal letter from one character to another; Myths e.g comparison of one telling to another; Poetry
Cornerstones Spoken Language	<p>NCR</p> <p>Explanation Articulate and justify answers, arguments and opinions.</p> <p>Instructions/List poetry Speak audibly and fluently with an increasing command of Standard English. Gain, maintain and monitor the interest of the listener(s).</p> <p>Invitation to the Iron Man Ask relevant questions to extend their understanding and knowledge. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Skill</p> <p>Developing Skills:</p> <ul style="list-style-type: none"> Challenge opinions and points of view, offering an alternative viewpoint or opinion. 	<p>Letters</p> <p>Developing Skills</p> <ul style="list-style-type: none"> Challenge opinions and points of view, offering an alternative viewpoint or opinion. Respond appropriately to others and make some extended contributions in formal and informal discussions. Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. Ask a series of questions to speculate, imagine and explore ideas.

	<ul style="list-style-type: none"> • Respond appropriately to others and make some extended contributions in formal and informal discussions. • Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. <p>Ask a series of questions to speculate, imagine and explore ideas. Challenge opinions and points of view, offering an alternative viewpoint or opinion.</p> <p>Respond appropriately to others and make some extended contributions in formal and informal discussions.</p> <p>Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud.</p> <p>Ask a series of questions to speculate, imagine and explore ideas.</p> <ul style="list-style-type: none"> • 	
<p>Reading – task specific</p>	<p>Explanations Identify the main ideas drawn from more than one paragraph and summarise these.</p> <p>Instructions/List poems Identify themes and conventions in a wide range of books. Recognise some different forms of poetry (for example, free verse, narrative poetry). Understand what they read, in books they can read independently. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Developing skills:</p>	<p>Biographies/Poetry</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Identify and summarise the main ideas drawn from more than one paragraph in longer texts. • Identify the main themes and conventions in a range of text types. • Check that texts make sense to them, confidently explaining their understanding and word meanings.

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<p>Writing objectives (task specific)</p>	<p>Demarcation of Sentences NCR/Explanation Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). 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. Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. Discuss and record ideas. In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>List poem Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). 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>Explanations Plan their writing.</p>	<p>Demarcation of Sentences</p> <p>Developing skills</p> <ul style="list-style-type: none"> • Make some choices about vocabulary and sentence structure. • 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. • Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors. • Assess the effectiveness of their own and others' writing, suggesting and making changes to grammar and vocabulary to improve consistency. • Organise sentences with the same theme in paragraphs. <p>(See also Year 3)</p>

	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Writing Discuss and record ideas. Draft and write. Organise paragraphs around a theme.</p> <p>Instructions Evaluate and edit. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Developing skills</p> <ul style="list-style-type: none"> • Make some choices about vocabulary and sentence structure. • 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. • Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors. • Assess the effectiveness of their own and others' writing, suggesting and making changes to grammar and vocabulary to improve consistency. • Organise sentences with the same theme in paragraphs. 	
Handwriting	Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters.	
Spelling	<p>Words ending /ʒə</p> <p>Learn Strategies for learning words: statutory and personal spelling lists</p>	<p>statutory and personal spelling lists</p> <p>Prefixes 'in-', 'il-', 'im-' and 'ir-'</p>

	<p>possessive apostrophe with singular proper nouns</p> <p>Homophones</p>	<p>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>
<p>Non-specific task Sentence level features (including grammar and punctuation)</p>	<p><i>Dialogue – powerful speech verbs e.g. whispered</i></p> <p><i>Adverb starters e.g. Carefully, ...</i></p> <p><i>Adverbial Phrases (Fronted Adverbials) e.g. A few days ago, we discovered a hidden box</i></p> <p><i>Ellipsis to keep the reader hanging on</i></p> <p>Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly</p> <p>Secure use of embellished simple sentences</p> <p>-ed clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation for direct speech</p> <p>Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters</p>	<p><i>Sentence of 3 for description e.g. Rainbow dragons are covered with many different coloured scales, have enormous red eyes and swim on the surface of the water</i></p> <p><i>Prepositional phrases to place the action e.g. on the mat, behind the tree, in the air</i></p> <p>Standard English for Verb Inflections instead of local spoken forms</p> <p>Secure use of compound sentences using coordinating conjunctions</p> <p>Full punctuation for direct speech</p> <p>Proper nouns</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Apostrophes to mark singular and plural possession</p> <p>Develop complex sentences. Main and subordinate clauses with a range of subordinating conjunctions</p>
<p>Spoken Language</p>	<p>Give well-structured descriptions and narratives for different purposes.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured explanations for different purposes.</p> <p>Articulate and justify answers, arguments and opinions.</p>
<p>Reading (Through class guided reading)</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p>

	<p>Drawing inferences on characters' feelings thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predicting what might happen next from details stated and implied</p>	<p>Identifying the main ideas drawn from more than one paragraph and summarising</p> <p>Identifying how language, structure and presentation contribute to meaning</p>
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