

# English Overview Summer Term Cycle A Year 4

	Summer 1	Summer 2
<b>Year 4 2020/21</b>	<b>Rocks Relics and Rumbles (Geog)</b>	<b>Play List (Mus)</b>
<b>Focus</b>	Write to Entertain and inform	Write to Persuade
<b>Suggested Texts</b>	The Firework-Maker's Daughter – Philip Pullman	Poems to Perform – edited by Julia Donaldson
<b>Writing Outcomes</b>	Shape poem about a volcano; Diaries Newspaper reports;	Adverts Poetry; Short narratives and silent movies; Lyrics; Posters (Adverts); Information leaflets
<b>Cornerstones Spoken Language</b>	<p><b>Non- Chronological Report</b> Ask relevant questions to extend their understanding and knowledge. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p><b>Poem</b> 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><b>Newspaper</b> Speak audibly and fluently with an increasing command of Standard English.</p> <p><b>Diaries</b> Gain, maintain and monitor the interest of the listener(s).</p> <p><b>Developing Skills:</b> Ask a series of questions to speculate, imagine and explore ideas.</p>	<p><b>Sound collector poetry</b> Listen and respond appropriately to adults and their peers. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Listen and respond appropriately to the instructions, contributions or viewpoints of others.</p> <p><b>Short Narrative silent Movie</b> <b>Adverts</b> Gain, maintain and monitor the interest of the listener(s).</p> <p><b>Class Factor</b>  Ask relevant questions to extend their understanding and knowledge. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p><b>Developing Skills:</b> Listen and respond appropriately to the instructions, contributions or viewpoints of others.</p>

	<p>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. Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud.</p>	<p>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.</p>
<p><b>Reading</b></p>	<p><b>Non-chronological report</b> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words that they have read. Retrieve and record information from non-fiction.</p> <p><b>Shape Poem</b> Identify how language, structure, and presentation contribute to meaning. Discuss words and phrases that capture the reader's interest and imagination. Develop positive attitudes to reading and understanding of what they read. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 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><b>Newspaper</b> Identify the main ideas drawn from more than one paragraph and summarise these.</p>	<p><b>Sound collector Poem</b> 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><b>Song structure</b> Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.</p> <p><b>Information Leaflets</b> Retrieve and record information from non-fiction.</p> <p><b>Developing Skills:</b></p> <ul style="list-style-type: none"> <li>• Check that texts make sense to them, confidently explaining their understanding and word meanings.</li> <li>• Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.</li> <li>• Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.</li> </ul>

	<p><b>Developing Skills:</b></p> <ul style="list-style-type: none"> <li>• Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context.</li> <li>• Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.</li> <li>• Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.</li> <li>• Identify and summarise the main ideas drawn from more than one paragraph in longer texts.</li> <li>• Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding.</li> </ul>	
<p><b>Writing objectives and build up of skills through Specific tasks.</b></p>	<p><b>Demarcation of Sentences</b></p> <p><b>Non-chronological report</b> 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. Draft and write. Organise paragraphs around a theme. Proofread for spelling and punctuation errors. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use fronted adverbials. Use commas after fronted adverbials.</p> <p><b>Shape Poems</b> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich</p>	<p><b>Demarcation of Sentences</b></p> <p><b>Sound Poem</b> 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. Proofread for spelling and punctuation errors.</p> <p><b>Posters</b> 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.</p> <p><b>Lyrics</b> 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>

vocabulary and an increasing range of sentence structures (English Appendix 2).  
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.

#### **Newspaper**

In non-narrative material, use simple organisational devices (for example, headings and sub-headings).  
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.

Indicate possession by using the possessive apostrophe with plural nouns.

Use and punctuate direct speech.

Use commas after fronted adverbials.

#### **Diary Entry**

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Use fronted adverbials.

Use commas after fronted adverbials.

#### **Developing skills:**

- Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.
- Organise sentences with the same theme in paragraphs.
- In non-narrative material, use simple organisational devices (for example, headings and sub-headings).
- Use a range of organisational devices effectively to structure non-narrative writing.

#### **Class Factor**

In non-narrative material, use simple organisational devices (for example, headings and sub-headings).

#### **Information Leaflets**

Draft and write.

Organise paragraphs around a theme.

#### **Developing skills:**

- Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.
- 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.
- Make some choices about vocabulary and sentence structure
- Use a range of organisational devices effectively to structure non-narrative writing.
- Organise sentences with the same theme in paragraphs.

	<ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors.</li> <li>• Use fronted adverbials, pronouns and conjunctions to vary their sentence structure.</li> <li>• Make some choices about vocabulary and sentence structure.</li> <li>• Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> <li>• Use a range of organisational devices effectively to structure non-narrative writing.</li> <li>• Assess the effectiveness of their own and others' writing, suggesting and making changes to grammar and vocabulary to improve consistency.</li> <li>• Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma).</li> <li>• Use fronted adverbials, pronouns and conjunctions to vary their sentence structure.</li> </ul>	
<b>Handwriting</b>	<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 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>	
<b>Spelling</b>	<p>Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Endings that sound like /ʃən/ spelt 'sion'</p> <p>Apostrophes for possession, including singular and plural</p> <p>Homophones</p> <p>words from statutory list that need further learning</p>	<p>Suffix '-ous'</p> <p>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-</p> <p>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</p>

<p><b>Sentence level features (including grammar and punctuation)</b></p>	<p><b>Demarcation of sentences</b></p> <p>Starting sentences with a simile e.g. Like a wailing cat, the ambulance screamed down the road</p> <p>Expanded 'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucsac</p> <p>Drop in 'ing' clauses e.g. Jane, laughing at the teacher, fell off her chair</p> <p>Dialogue – verb + adverb e.g. "Hello," she whispered, shyly.</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation for direct speech</p> <p>The grammatical difference between plural and possessive s</p> <p>Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters</p>	<p><b>Demarcation of sentences</b></p> <p>Pattern of 3 for persuasion e.g. Visit, swim, enjoy!</p> <p>Colon before a list</p> <p>Standard English for Verb Inflections instead of local spoken forms</p> <p>Repetition to persuade e.g Find us to find the fun</p> <p>Conditionals e.g. could, should, would</p> <p>Comparative and superlative e.g. small, smaller, smallest</p>
<p><b>Spoken Language</b></p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p>
<p><b>Reading (through guided reading)</b></p>	<p>Preparing playscripts to read aloud and perform showing understanding through intonation, tone, volume and action</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>Identifying how language, structure and presentation contribute to meaning</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>Identifying the main ideas drawn from more than one paragraph and summarising</p> <p>Identifying how language, structure and presentation contribute to meaning</p>