

English Curriculum

| Year 4 | | |
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| Autumn | Spring | Summer |
| Resilient Romans | Intrepid Explorers | Earthquakes and Volcanoes |

Key Technical Vocabulary in red bold.

Text Level/Genres

Write for a range of contexts, purposes and audiences

Revise and evaluate their writing

Ensure a range of forms are covered: letter, email, leaflet, poster, message, diary entry, newspaper article, information text, menu, play script, flier, advertisement, presentation. etc.

| Text Level/Genres | | | |
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| <p>Narrative</p> <p>1 – Historical Setting 2 – Imaginary Worlds 3 – Other Cultures</p> | <ul style="list-style-type: none"> Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) <i>do you agree with the way that the problem was solved?</i> Understand that the author or director creates characters to provoke a response in the reader, (e.g.) <i>sympathy, dislike</i>; Discuss whether the narrator has a distinctive ‘voice’ in the story. Identify the use of figurative and expressive language to build a fuller picture of a character; Look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; Explore the relationship between what characters say and what they do – do they always reveal what they are thinking? | <p>Recounts/Newspapers</p> | <ul style="list-style-type: none"> Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader Include recounts when creating paper or screen based information texts. |

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| | <ul style="list-style-type: none"> • Look for evidence of small details that are used to evoke time, place and mood. • Look for evidence of the way that characters behave in different settings. • Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. • Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. | | |
| <p style="text-align: center;">Poetry</p> <p>1 – Exploring Form 2 – Descriptive poetry</p> | <ul style="list-style-type: none"> • Describe a poem’s impact and explain own interpretation by referring to the poem; • Comment on the use of similes and expressive language to create images, sound effects and atmosphere; • Discuss the poem’s form and suggest the effect on the reader • Vary volume, pace and use appropriate expression when performing poetry • Use actions, sound effects, musical patterns and images to enhance a poem’s meaning • Use language playfully to exaggerate or pretend; • Use similes to build images and identify clichés in own writing; | <p>Explanation</p> | <ul style="list-style-type: none"> • Read and analyse explanatory texts to identify key features. • Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms • Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. • Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: <ul style="list-style-type: none"> - purpose: to explain a process or to answer a question |

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| | <ul style="list-style-type: none"> • Write free verse; use a repeating pattern; experiment with simple forms | | <ul style="list-style-type: none"> - structure: introduction, followed by sequential explanation, organised into paragraphs - language features: usually present tense; use of connectives of time (Temporal) and cause and effect (Causal); use of passive voice - presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering • After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing. |
| <p>Persuasion</p> | <ul style="list-style-type: none"> • Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). • Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words. • Both orally and in writing, assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules, using more formal language appropriately. | | |

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| | <ul style="list-style-type: none"> • Use writing frames if necessary to back up points of view with illustrations and examples. • To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary. • Begin to explore how ICT might support this. (E.g. showing pictures.) • Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples • Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand...'; 'finally'; 'so' | | |
| Punctuation | | Handwriting | |
| <p>Ensure Year 3 learning is consolidated – control, accuracy, consistency, application.</p> <ul style="list-style-type: none"> • Develop the use of inverted commas and other punctuation to indicate direct speech, e.g. <i>a comma after the reporting clause</i>. • Apostrophe to mark plural possession, e.g. <i>girl's name, the girls' names</i>. • Use of commas after fronted adverbials | | <p>Ensure Year 3 learning is consolidated – control, accuracy, consistency, application.</p> <ul style="list-style-type: none"> • Continue to develop their joined up handwriting. • Increase the legibility, consistency and quality of their handwriting. | |
| Spelling | | Grammar | |
| <p>Ensure Year 3 learning is consolidated – control, accuracy, consistency, application.</p> <ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than 1 syllable. • Adding the prefix in meaning not or into. • Adding the prefix im before a root word starting with m or p. • Add the prefix il before a root word starting with l. • Adding the prefix ir before a root word starting with r. • Add the prefix inter meaning between or among • Add the prefix anti meaning against • Add the prefix auto meaning self or own • Add the prefix sub meaning under. | | <p>Ensure Year 3 learning is consolidated – control, accuracy, consistency, application.</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive • We were/we was • I did/I done • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions, e.g. <i>the teacher expanded to the strict Maths teacher with curly hair</i>. • Fronted adverbials – <i>Later that day, I heard the bad news</i>. • Use of paragraphs to organise ideas around a theme. • Appropriate choice of noun/pronoun to aid cohesion and avoid repetition. • To understand determiners, e.g. a, an, my, your etc • Articles – an, the a | |

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| <ul style="list-style-type: none"> • Nouns ending in the suffix ation • Add the suffix ous • Words with endings sure, ture. • Words with sion, tion, cian. • Homophones and near homophones. • Common exception words – accident, accidentally, caught, centre, century, certain, circle, complete, decide, different, difficult, exercise, experience, experiment, favourite, history, imagine, increase, important, interest, knowledge, length, material, medicine, mention, minute, naughty, notice, occasion, occasionally, opposite, perhaps, position, possess, possession, possible, potatoes, promise, purpose, question, recent, regular, sentence, separate, special, strength, suppose, therefore, though, although, thought, through. | |
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Texts to support teaching and learning

| Theme | Narrative Historical setting Imaginary Worlds Other Cultures | Poetry Exploring Form Descriptive | Non fiction Recounts Newspapers Explanation Persuasion |
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| Resilient Romans | Escape from Pompeii: Balit Romans on the Rampage: Strong Roman Mysteries: Lawrence (challenging reads) The Romans, Gods, Emperors and Dormice: Williams Asterix and Obelix The Orchard Book of Roman Myths: McCaughrean Empire's End – A Roman Story: Rasheed Defenders: Dark Arena : Palmer | | A Street Through Time/A Farm Through Time/ A Port Through Time Meet the Ancient Romans: Davies Roman Things to Make and Do: Pratt What the Romans Did For Us: Hawes Usbourne Official Roman Soldier Handbook: Visitors Guide to Ancient Rome: Usbourne Roman Diary – The Journal of Iliona Young Slave: Platt You Wouldn't Want to be a Roman Gladiator: Malam |

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| | | | The Rotten Romans: Deary DK Eyewitness Ancient Rome My Story Roman Invasion: Eldridge |
| Intrepid Explorers | The Explorer: Katherine Rundell Brightstorm: Hardy Lindbergh: Torben Kuhlmann Lights on Cotton Rock: Litchfield James and the Giant Peach: Dahl Sam and Dave Dig a Hole: Barnett Journey/Quest/Return: Becker | | The Lost Book of Adventure: Incredible Journeys: Wood Amazing Expeditions – Journeys That Changed the World: Ganeri Oceanology – The True Account of the Voyage of the Nautilus Atlas of Adventures: Williams Atlas of Adventures – Wonders of the World: Handicott Shackleton’s Journey: Grill Survivors: Long Amelia Earhart (Little People Big Dreams); Sanchez Vegara The Great Voyages of Zheng He: Demi Dare the Wind: The Record-breaking Voyage of Eleanor Prentiss and the Flying Cloud: Fern Who Was Christopher Colombus?: Bader |
| Earthquakes and Volcanoes | Rhythm of the Rain: Baker-Smith Song of the River: Cowley King of the Cloud Forests: Morpurgo The Abominables: Ibbotson A River: Martin When the Mountains Roared: Butterworth | | Everest- The Remarkable Story of Hillary and Norgay: Stewart Mountains of the World: Braun Everest: Francis First to the Top- Sir Edmund Hillary’s Amazing Everest Adventure: Hill River Stories: Knapman The Rhythm of the Rain: Baker-Smith Earth Shattering Events: Williams A Rock is Lively: Hutts Aston The Street Beneath my Feet: Guillan Survivors: Long Destination Planet Earth: Nelson Under Earth, Under Water: Mizielinski |
| BFI films | Rescued by Rover | | Second Helpings |

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| | <p>That Fatal Sneeze An Interesting Story Baboon on the Moon El Caminante Kirikou Second Helpings Birthday Boy</p> | | |
| <p>Other films</p> | <p>The Railway Children Great Expectations Lion, the Witch and the Wardrobe Prince Caspian Arthur and the Invisibles James and the Giant Peach The cave of the Yellow Dog The Story of the Weeping Camel Mulan Whalehunter</p> | | <p>Newsround Robots Chitty Chitty Bang Bang Persuasive Trailers for films The Shirt Machine animated – You Tube</p> |