

English Curriculum Overview Year 4

Term	Key skills in reading, writing and SL	Book study/topic	Writing genres covered	SPAG topics covered	Spelling patterns	Handwriting	Key vocabulary
Autumn 1	Reading: Develop positive attitudes to reading and understating of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Writing: Draft and write by creating characters and plot in narratives. Spoken Language: Listen and respond appropriately to peers and adults. Ask relevant questions to extend their understanding and knowledge.	Stories from other cultures: Proudest Blue & Wombat Goes Walkabout Poetry (performance)	Narrative (description) Narrative (speech) Poetry	Vocabulary development Auxiliary verbs Powerful verbs Speech marks/inverted commas Adverbs (time, place, manner, place, frequency, intensity) Sentence openers (ISPACE)	Homophones Possessive apostrophes -ing words Suffix -al Past tense irregular verbs Doubling consonants Days and months	New cursive scheme: breakdown to be updated	Subject Object Auxiliary Adverb Adverbial Inverted commas Possessive apostrophe

English Curriculum Overview Year 4

Autumn 2	Reading: Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books. Writing: Draft and write by organising paragraphs around a theme. Draft and write by using simple organisational devices (e.g. heading and subheading) Spoken Language: Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions.	How to Train Your Dragon	News report Information text (fact file) Advice writing Persuasive writing	Vocabulary development Adjectival phrases Superlatives and comparatives Inverted commas Imperative verbs Colons and semi-colons	Words containing –ture Words with silent letters -kn -gn Letter strings: -ei -eigh -ey Letter sting: -ch -ou ‘Ch’ sounds like ‘sh’ Adding suffixes		Adjective Adjectival phrase Superlative Comparative Colon Semi-colon Inverted comma Imperative
----------	---	--------------------------	--	---	---	--	--

English Curriculum Overview Year 4

Spring 1	Reading: Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Fair's Fair	Character description	Vocabulary development	Words containing 'gu'		Comma
		Issues and Dilemmas (Bill's New Frock)	Explanation	Adverbs	Words containing 'ure'		Clause
	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	Until I Met Dudley	Argument	Adverbial phrases	Prefixes		Connective
	Writing: Proof-read for spelling and punctuation errors. Spoken Language: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Gain, maintain and monitor the interest of listeners.			Commas for clauses Connectives and conjunctions Casual conjunctions and adverbials	-im -in -ir -il Synonyms and antonyms		Conjunction

English Curriculum Overview Year 4

Spring 2	Reading: Understand what they can read, in books they can read independently, by identifying main ideas drawn from than one paragraph and summarising these. Retrieve and record information from non-fiction. Writing: Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far. Spoken Language: Participate in discussions, presentations, performances, role play, improvisations and debates.	Greek Myths: King Midas, Icarus and Daedalus, Cyclops Information Texts	Diary entry Information text Recount	Fronted adverbials Types of nouns Progressive present tense Verb-subject agreement	Suffixes -en -ify -able -ible -ate Homophones		Fronted adverbial Common noun Proper noun Collective noun Continuous Present Tense Homophone
-----------------	---	---	---	--	---	--	---

English Curriculum Overview Year 4

Summer 1	Reading: Understand what they read, in books they can read independently, by how language structure, and presentation contribute to meaning. Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied. Writing: Plan their writing by discussing and recording ideas. Spoken Language: Consider and evaluate different viewpoints, attending to and building on the contributions of others. Speak audibly and fluently with an increasing command of Standard English.	The Lion, the Witch and the Wardrobe Poetry	Poetry Extended narrative (fantasy)	Vocabulary development Determiners Expanded noun phrases Inverted commas Metaphors	Words containing -cian -tion ‘Ch’ sounded as /k/		Determiner Article Expanded noun phrase Adjective Inverted comma Prepositional phrase
----------	---	---	---	---	--	--	---

English Curriculum Overview Year 4

Summer 2	Reading: Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives, and justifying inferences with evidence. Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read. Writing: Proof-read for spelling and punctuation errors. Spoken Language: Select and use appropriate registers for effective communication. Consider and evaluate different viewpoints, attending to and building on the contributions of others.	The Lion, the Witch and the Wardrobe	Newspaper report Book review Narrative (fantasy)	Main and subordinate clauses Commas for clauses Adverbials of time Subject / object /verb Statements/ opinions Prepositional phrases	Letter string -ous Statutory words Homophones -sion/ssion		Clause Main Subordinate Comma Adverbial Subject/ object /verb Statement Opinion
-----------------	---	--------------------------------------	---	--	---	--	---