

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Journey</b>	Roamin' Romans	Roamin' Romans	Vicious Vikings	Vicious Vikings	The Road to Tokyo	The Road to Tokyo
<b>Main text studied</b>	Escape from Pompeii	The Journal of Iliona: a Young Slave	Odd and the Frost Giants	Odd and the Frost Giants	TBC	TBC
<b>Reading skills</b>	<p>Discussing words and phrases that capture the reader's interest and imagination.</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>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination.</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>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</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>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Retrieve and record information.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</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>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</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 main ideas drawn from more than one paragraph and summarising these.</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>Predicting what might happen from details stated and implied.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p>

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	<p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p>		<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>
<b>Fiction objectives</b>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>In narratives, create and describe settings, characters and plot with some interesting details.</p> <p>Assessing the effectiveness of their own and others'</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>In narratives, create and describe settings, characters and plot with some interesting details.</p> <p>Paragraphs are used to group related ideas.</p> <p>Assessing the effectiveness of their</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Progressively building a varied and rich vocabulary</p> <p>Using an increasing range of sentence structures.</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvement.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvement.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvement.</p> <p>Proof-read for spelling and punctuation errors.</p>

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	<p>writing and suggesting improvement.</p> <p>Proof-read for spelling and punctuation errors</p>	<p>own and others' writing and suggesting improvement.</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Using an increasing range of sentence structures.</p> <p>Use dialogue with increasing accuracy.</p> <p>In narratives, create and describe settings, characters and plot with some interesting details.</p>	<p>Using an increasing range of sentence structures.</p> <p>In narratives, create and describe settings, characters and plot with some interesting details.</p>
<b>Non-fiction objectives</b>		<p>Appropriately use a range of presentational devices, including use of title and subheadings.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Appropriately use a range of presentational devices, including use of title and subheadings.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Appropriately use a range of presentational devices, including use of title and subheadings.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Appropriately use a range of presentational devices, including use of title and subheadings.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Appropriately use a range of presentational devices, including use of title and subheadings.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>

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<b>Grammar</b>	<p>Use expanded noun phrases and adverbial phrases to expand sentences.</p> <p>Write a range of sentence types which are grammatically accurate.</p> <p>Experiment with sentences with more than one clause.</p> <p>Using coordinating and subordinating conjunctions.</p> <p>The grammatical difference between plural and possessive –s</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>	<p>Adverbs and prepositions are used to express time, place or cause.</p> <p>Fronted adverbials add detail.</p> <p>Writing demonstrates a range of conjunctions, to write sentences containing more than one clause.</p> <p>Using the progressive tense to describe a scene happening at that moment.</p> <p>Understand the difference between standard and non-standard English.</p>	<p>Use expanded noun phrases and adverbial phrases to expand sentences</p> <p>Experiment with sentences with more than one clause.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Adverbs and prepositions are used to express time, place or cause.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions,</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...</p> <p>Understand and use the present perfect and progressive tense.</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Understand and use the present perfect and progressive tense.</p>
<b>Punctuation</b>	<p>To use a wider range of punctuation – mostly correctly, including full stops, capital letters, question marks and exclamation marks.</p>	<p>To use a wider range of punctuation – mostly correctly, full stops, capital letters, question marks, exclamation marks and commas.</p>	<p>To use a wider range of punctuation – mostly correctly, full stops, capital letters, question marks, exclamation marks, commas and</p>	<p>To use a wider range of punctuation – mostly correctly, full stops, capital letters, question marks, exclamation marks, commas and</p>	<p>To use a wider range of punctuation – mostly correctly, full stops, capital letters, question marks, exclamation marks, commas and</p>	<p>To use a wider range of punctuation – mostly correctly, full stops, capital letters, question marks, exclamation marks, commas and</p>

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	<p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Use of commas after fronted adverbials.</p>	<p>Use of commas after fronted adverbials.</p>	<p>apostrophes for contraction and possession.</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p>	<p>apostrophes for contraction and possession.</p>	<p>apostrophes for contraction and possession.</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p>	<p>apostrophes for contraction and possession.</p>
<b>Spelling</b>	<p>Strategies for learning words: words from statutory spelling list</p> <p>Words ending /ʒə/</p> <p>possessive apostrophe with singular proper nouns</p> <p>Homophones (peace/piece, main/mane, fair/fare)</p>	<p>Prefixes 'in-', 'il-', 'im-' and 'ir-'</p> <p>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /f/ 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>The /g/ sound spelt 'gu'</p> <p>Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>Possessive apostrophe with plural</p> <p>Homophones (scene/seen, mail/male, bawl/ball)</p>	<p>Prefixes 'anti-' and 'inter-'</p> <p>Endings that sound like /fən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p>	<p>Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Endings that sound like /fən/ spelt 'sion'</p> <p>Apostrophes for possession, including singular and plural</p> <p>Homophones</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>