



Year 4 English Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Write to entertain	Write to inform/explain	Write to entertain	Write to discuss	Write to entertain	Write to persuade
Literature texts	Choose one from: <ul style="list-style-type: none"> Why the Whales Came (Michael Morpurgo) OR <ul style="list-style-type: none"> The Butterfly Lion (Michael Morpurgo) 	Choose one from: <ul style="list-style-type: none"> Continuation of the text from Autumn 1 OR <ul style="list-style-type: none"> Topic based texts OR <ul style="list-style-type: none"> The Lost Happy Endings (Carol Ann Duffy) 	<ul style="list-style-type: none"> Beowulf 	Film based – Film version of a text or Literacy shed film	Choose one from: <ul style="list-style-type: none"> A boy and a bear in a boat (Dave Shelton) OR <ul style="list-style-type: none"> Fortunately, The Milk (Neil Gaiman) 	Choose one from: <ul style="list-style-type: none"> Continuation of the text from Autumn 1 OR <ul style="list-style-type: none"> Topic based texts
Writing Outcomes	<ul style="list-style-type: none"> 2 contrasting openings of the same story one with description, one with action Story with suspense in the dilemma 	<ul style="list-style-type: none"> Newspaper reports (recount) Explanation 	<ul style="list-style-type: none"> Play script Description of a historical setting Diary entry 	<ul style="list-style-type: none"> Film reviews Discussion 	<ul style="list-style-type: none"> An additional chapter for the text The story from the viewpoint of another character 	<ul style="list-style-type: none"> Information Leaflet Formal letter of complaint
Text Level features	<ul style="list-style-type: none"> Paragraphs to organise ideas into each story part Secure use of planning tools: story maps, story mountains, boxed up grids Plan a descriptive opening and action opening Build in suspense writing to introduce the dilemma 	<ul style="list-style-type: none"> Develop hook to introduce and temp reader e.g. Who? What? Where? Why? When? How? Use of present perfect instead of time past e.g. He has left his hat behind as opposed to He left his hat behind Secure use of planning tools: text map, boxed up grid Paragraphs to organise ideas around a theme and logical organisation Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader Appropriate choice of pronoun or noun across sentences to aid cohesion 	<ul style="list-style-type: none"> Paragraphs – to organise each part of the story to a change in place or jump in time 	<ul style="list-style-type: none"> Use of the perfect form of verbs to mark relationships of time and cause e.g I have written it down so I can check what it said Boastful language e.g. Magnificent! Unbelievable! Link information within paragraphs with a range of conjunctions Appropriate choice of pronoun or noun across sentences to aid cohesion 	<ul style="list-style-type: none"> Clear distinction between resolution and ending. Ending should include reflection on events and or characters 	<ul style="list-style-type: none"> Develop hook to introduce and temp reader e.g. Who? What? Where? Why? When? How? Subheading to introduce section/paragraphs Paragraphs which group related information Use bullet point and diagrams Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader



Sentence construction, grammar & punctuation	<ul style="list-style-type: none"> • Dialogue – powerful speech verbs e.g. whispered • Adverb starters e.g. Carefully, she crawled along the floor • Adverbial Phrases (Fronted Adverbials) e.g. A few days ago, we discovered a hidden box • Ellipsis to keep the reader hanging on • Long sentences to enhance description or information • Short sentences to move events on quickly • Secure use of embellished simple sentences • -ed clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught • Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat • Commas to mark clauses and fronted adverbials • Full punctuation for direct speech • Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters 	<ul style="list-style-type: none"> • 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 • Prepositional phrases to place the action e.g. on the mat, behind the tree, in the air • Standard English for Verb Inflections instead of local spoken forms • Secure use of compound sentences using coordinating conjunctions • Full punctuation for direct speech • Proper nouns 	<ul style="list-style-type: none"> • Develop complex sentences. Main and subordinate clauses with a range of subordinating conjunctions • Starting sentences with a simile e.g. Like a wailing cat, the ambulance screamed down the road • Commas to mark clauses and fronted adverbials • Apostrophes to mark singular and plural possession • The grammatical difference between plural and possessive s • Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters 	<ul style="list-style-type: none"> • Use of determiners – a or an • Appropriate choice of pronoun or noun to avoid ambiguity and repetition. • Conditionals e.g. could, should, would • Comparative and superlative e.g. small, smaller, smallest 	<ul style="list-style-type: none"> • Expanded ‘ing’ clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack • Drop in ‘ing’ clauses e.g. Jane, laughing at the teacher, fell off her chair • Dialogue – verb + adverb e.g. “Hello,” she whispered, shyly. • Commas to mark clauses and fronted adverbials • Full punctuation for direct speech • The grammatical difference between plural and possessive s • Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters 	<ul style="list-style-type: none"> • Pattern of 3 for persuasion e.g. Visit, swim, enjoy! • Colon before a list • Standard English for Verb Inflections instead of local spoken forms • Repetition to persuade e.g. Find us to find the fun • Conditionals e.g. could, should, would • Comparative and superlative e.g. small, smaller, smallest
Grammatical terminology	Inverted commas direct speech Verbs Adverbs adverbial phrase fronted adverbials Ellipsis simple sentences Clause commas	Prepositions Adjectives phrases, verbs standard English Compound sentences coordinating conjunctions inverted commas proper nouns	Complex sentence subordinating conjunctions clauses main and subordinate clause commas Similes Apostrophe singular, plural Possessive fronted adverbial	Determiners Pronoun Noun Ambiguity Conditionals Comparative Superlative Consonant vowel	Clause Inverted commas Verb Adverb Commas fronted adverbials Plural Possessive apostrophe	Colon Standard English Conditionals Comparative superlative



Word Level / Spelling	<ul style="list-style-type: none"> Words ending with– ure (e.g. treasure) Possessive apostrophe with singular proper nouns. Homophones 	<ul style="list-style-type: none"> Prefixes in-, il-, im-, ir- Words with /eɪ/ sound spelt 'ei' 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') 	<ul style="list-style-type: none"> The /g/ sound spelt 'gu' Words with endings sounding like /tʃə/ spelt '-ture' Possessive apostrophe with plurals Homophones (scene/seen, mail/male, bawl/ball) 	<ul style="list-style-type: none"> Prefixes 'anti-' and 'inter-' Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' 	<ul style="list-style-type: none"> Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /ʃən/ spelt 'sion' Apostrophes for possession, including singular and plural Homophones 	<ul style="list-style-type: none"> Suffix '-ous' Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic'
Spoken Language	<ul style="list-style-type: none"> Give well-structured descriptions and narratives for different purposes. Use relevant strategies to build vocabulary. Use spoken language to develop understanding through imagining and exploring ideas. 	<ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge. Give well-structured explanations for different purposes. Articulate and justify answers, arguments and opinions. 	<ul style="list-style-type: none"> Give well-structured descriptions and narratives for different purposes, including expressing feelings. Use relevant strategies to build vocabulary. Use spoken language to develop understanding through imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. 	<ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions. Participate in discussions, presentations, performances, role play, improvisations and debates. Listen and respond appropriately to adults and peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Speak audibly and fluently with an increasing command of Standard English. 	<ul style="list-style-type: none"> Use spoken language to develop understanding through imagining and exploring ideas. Give well-structured descriptions and narratives for different purposes, including expressing feelings. 	<ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Articulate and justify answers, arguments and opinions.



Reading	<ul style="list-style-type: none">• Discussing words and phrases that capture the readers' interest and imagination• Asking questions to improve their understanding of a text• Drawing inferences on characters feelings thoughts and motives from their actions, and justifying inferences with evidence.• Predicting what might happen next from details stated and implied	<ul style="list-style-type: none">• Discussing words and phrases that capture the readers' interest and imagination• Asking questions to improve their understanding of a text• Identifying the main ideas drawn from more than one paragraph and summarising• Identifying how language, structure and presentation contribute to meaning	<ul style="list-style-type: none">• Preparing playscripts to read aloud and perform showing understanding through intonation, tone, volume and action• Discussing words and phrases that capture the readers' interest and imagination• Discussing their understanding of words and explaining the meaning of words in context• Asking questions to improve their understanding of a text• Identifying how language, structure and presentation contribute to meaning	<ul style="list-style-type: none">• Discussing words and phrases that capture the readers' interest and imagination• Asking questions to improve their understanding of a text• Identifying the main ideas drawn from more than one paragraph and summarising• Identifying how language, structure and presentation contribute to meaning	<ul style="list-style-type: none">• Discussing words and phrases that capture the readers' interest and imagination• Asking questions to improve their understanding of a text• Drawing inferences on characters feelings thoughts and motives from their actions, and justifying inferences with evidence.• Predicting what might happen next from details stated and implied	<ul style="list-style-type: none">• Discussing words and phrases that capture the readers' interest and imagination• Asking questions to improve their understanding of a text• Identifying the main ideas drawn from more than one paragraph and summarising• Identifying how language, structure and presentation contribute to meaning
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