English Curriculum Map: Year 4

Autumn Term

Class Reader(s):
Thieves of Ostia (looking for a Roman replacement) King of the Cloud Forest

Lead text	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Autumn 1				
	Entertain: Descriptive writing – setting description Inform: All about me	All		SPaG Week: Handwriting, baseline assessment, CL FS ? !, word classes and spelling
Non-fiction **Recipe for Delicious Butterfly Cakes**	Inform: Instructions to make a Roman sandwich	All	Structure and language choice	Instructions structure, headings and sub-headings, adverbs, prepositions, fronted adverbials
Fiction **Grandad the Inventor stimulus**	Entertain: Grandad the Inventor assessment	All		SPaG focus: word classes and new vocabulary Planning, rich vocab, tense, adverbs, fronted adverbials
Non-fiction **Informal letter example**	Inform: Informal letter	All	Structure, language choice, presentation/layout, informal style	Layout, informal language, paragraphs, fronted adverbials, conjunctions, adjectives
Poetry **The Lost Words**	Entertain: Acorn poem	All (use relevant strategies to build their vocab, select appropriate registers for effective communication)	New vocabulary in context, poetic devices, associated ideas (eg. A curve is to a sphere, a drop is to a fountain)	Similes, metaphors, repetition, alliteration, personification, interesting adjectives and verbs

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Poetry **The Lost Words**	Entertain: Acrostic nature poem	All (use relevant strategies to build their vocab, select appropriate registers for effective communication)	New vocabulary in context, poetic devices,	Organisation, acrostic phrases, associated ideas, similes, personification, interesting vocab
	Entertain: Descriptive writing based on a picture stimulus	All		SPaG Week: Basic sentence structure, expanded noun phrases, fronted adverbials, apostrophes
Autumn 2				
Video Gladiator fight Gladiator info Inside the Colosseum	Entertain: Gladiator fight	All	Inference, retrieval, predictions	Describe the emotions of the gladiator Character description Setting description Dialogue
Video	Entertain: Gladiator fight	All	Dictionary skills, editing,	Paragraphs, planning, editing Rich vocab, adjectives, imagery, adverbs, fronted adverbials, preposition
Non-fiction WAGOL house advert	Persuade: Roman villa advert	All	Persuasive techniques, structure, formal language	Expanded noun phrases, prepositions, fronted adverbials, varied sentence length
Fiction Graphic novel Video	Entertain: Julius Caesar	All (debate- articulate, justify answers, arguments and opinions, give well-structures explanations, participate in discussions, consider and evaluate view points and build on others' contributions) Drama (participate in performances, improvisation, use appropriate registers for communication, respond to the ideas of others)	Character description and development, different interpretations and representations of the story, old English (language in context), inference and predictions	Character description – word choice, interesting adjectives, expanded noun phrases Debate – conjunctions, fronted adverbials, clear structure

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	Julius Caesar		Inference, predictions, summarising, interpreting, character development	Comprehension – considering different in structure, retrieval and recording
Poetry	Entertain: Christmas poems	Performance poetry	Structure, poetic devices, inference, rhythm, language choice, rhyming	Structure, alliteration, rhyming patterns, rhythm

DERIC Texts	Spelling Patterns
Autumn 1 Week 2  Picture text: Information text: Feelings (Richard Jones) Information text: See Inside Sandcastles (Katie Daynes) Week 3 Poem: Fisbee (Brian Bilston) Video: How to make a purple doughnut (https://www.youtube.com/watch?v=LWpGhfj5J3s) Week 4 Picture and description: Pat at the Orchard, The Cuckoo, The Butterfly Week 5 Fiction book covers inference: Broccoli Boy (Frank Cottrell Boyce), Desirable (Frank Cotrell Boyce) Book: The Promise (Nicola Davies)	**Autumn 1** Week 3 'augh' / 'au' sound Week 4 Prefix 'in' Week 5 Prefix 'im' Week 6 Prefixes 'il' and 'ir' **Autumn 2** Week 1 Homophones Suffix 'sion' Week 2 Suffix 'sion' Week 3 Suffix 'ssion' Week 4 Spell Its a

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Week 6 Information text: Fantastically Great Women Who Changed the World: Jane Austen, Coco Chanel, Gertrude Ederle Week 7 Video story: The Coal Thief (https://storylineonline.net/books/the-coal-thief/) **Autumn 2** Week 1 Fiction book: The Way Past Winter (Kiran Millwood Hargrave) Week 2 Information text: Live Like an Emperor, Defeat or Retreat, The Captivating Colosseum Week 3 Information texts: Amazing Facts about the Human Body, Incredible Invertebrates, Great Galapagos Week 4 Fiction book: The Borrows (Mary Norton) Week 5 Fiction book: The Pearl in the Ice (Cathryn Constable) Week 6 Fiction book: Bill's New Frock (Anne Fine)	Week 5 Fun spelling activity (follow the path of the correct spelling for commonly misspelt words)

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Spring Term

Class Reader(s):
The Girl Who Stole an Elephant

Lead text/Topic	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Non-Fiction: The Happy News First News	Inform : Newspaper articles	♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes	♣ plan, draft, write, evaluate, edit ♣ organising paragraphs around a theme ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ using and punctuating direct speech
Fiction: A Year Full of Stories (52 Folk Tales and Legends from Around the World)	Entertain: Folk tales	♣ use relevant strategies to build their vocabulary ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ participate in discussions, presentations, performances, role play, improvisations and debates	♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books	♣ plan, draft, write, evaluate, edit ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ using and punctuating direct speech

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Fiction: The Girl Who Stole an Elephant	Persuade: Persuasive letter	♣ read aloud their own writing ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ participate in discussions, presentations, performances, role play, improvisations and debates	♣ discuss words and phrases that capture the reader's interest and imagination ♣ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predict what might happen from details stated and implied ♣ identify main ideas drawn from more than one paragraph and summarising these ♣ identify how language, structure, and presentation contribute to meaning	♣ plan, draft, write, evaluate, edit ♣ organise paragraphs around a theme ♣ use conjunctions, adverbs and prepositions to express time and cause ♣ use fronted adverbials
Fiction: The Girl Who Stole an Elephant	Entertain: Poetry - Haiku	♣ read aloud their own writing ♣ participate in discussions, presentations, performances, role play, improvisations and debates	♣ prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ recognise some different forms of poetry [for example, free verse, narrative poetry]	♣ plan, draft, write, evaluate, edit
Non-Fiction: Timelines in Black History	Inform: Biography	♣ select and use appropriate registers for effective communication ♣ articulate and justify answers, arguments and opinions	♣ identify main ideas drawn from more than one paragraph and summarising these ♣ identify how language, structure, and presentation contribute to meaning	♣ plan, draft, write, evaluate, edit ♣ organising paragraphs around a theme ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials

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Fiction: Encanto	Entertain: Play script	♣ read aloud their own writing ♣ participate in discussions, presentations, performances, role play, improvisations and debates	♣ prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	♣ plan, draft, write, evaluate, edit
Non-Fiction: Encanto	Inform: Film review	♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication	♣ identify main ideas drawn from more than one paragraph and summarising these ♣ identify how language, structure, and presentation contribute to meaning	♣ plan, draft, write, evaluate, edit ♣ organising paragraphs around a theme ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials
Non-Fiction: Advert	Persuade: Advert	♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication	♣ identify main ideas drawn from more than one paragraph and summarising these ♣ identify how language, structure, and presentation contribute to meaning	♣ plan, draft, write, evaluate, edit ♣ organising paragraphs around a theme ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

DERIC Texts	Spelling Patterns
Spring 1 <u>Week 1</u> Fiction - Grief – The Memory Box (Joanna Rowland) <u>Week 2</u> Information text - Racism – What is Racism? (Katie Daynes and Joordan Akpojaro)	**Spring 1** <u>Week 1</u> Homophones/near homophones <u>Week 2</u> Homophones/near homophones <u>Week 3</u>

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Week 3 Information text - Racism – What is Racism? (Katie Daynes and Joordan Akpojaro) Week 4 Fiction - Colourism/self-acceptance – Sulwe (Lupita Nyong'o) Week 5 Fiction - Colourism/self-acceptance – Sulwe (Lupita Nyong'o) Week 6 Emotional literacy – Feelings (Jenny Rowland) **Spring 2** tbc	'tion' suffix with root words ending in 'e' Week 4 'tion' suffix with root words ending in 'e' Week 5 'sub' pre-fix Week 6 Collective noun possessive apostrophe **Spring 2** Week 1 's' sound spelt 'sc' Week 2 Soft 'c' spelt with a 'ce' Week 3 Soft 'c' spelt 'ci' Week 4 Word families (phone and real) Week 5 Word families (solve, sign) Week 6 Statutory spelling challenge / re-cap

English Curriculum Map: Year 4

Summer Term

Class Reader(s):
The Explorer

Lead text/Topic	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Fiction: Aragog (loosely based on Harry Potter)	Entertain : Character Description	♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	♣discuss words and phrases that capture the reader's interest and imagination ♣identify main ideas drawn from more than one paragraph and summarising these ♣ identify how language, structure, and presentation contribute to meaning	♣ plan, draft, write, evaluate, edit ♣range of sentences ♣conjunctions ♣nouns or pronouns appropriately ♣using fronted adverbials
Fiction: The Explorer (rainforest)	Entertain : Setting Description	♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	♣discuss words and phrases that capture the reader's interest and imagination ♣identify main ideas drawn from more than one paragraph and summarising these ♣ identify how language, structure, and presentation contribute to meaning	♣ plan, draft, write, evaluate, edit ♣range of sentences ♣conjunctions ♣nouns or pronouns appropriately ♣using fronted adverbials
Non-Fiction: The Explorer	Inform: Job Description	♣ give well-structured descriptions, explanations and	♣discuss words and phrases that capture the reader's interest and imagination	♣ plan, draft, write, evaluate, edit write for a range of real purposes and audiences

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		narratives for different purposes, including for expressing feelings	♣identify main ideas drawn from more than one paragraph and summarising these ♣ identify how language, structure, and presentation contribute to meaning	♣range of sentences ♣conjunctions ♣nouns or pronouns appropriately ♣using fronted adverbials
Non-Fiction: Greta and the Giants Timeline of Black History Dr Wangari Maathai Plants a Forest	Persuade: Letter	♣articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	♣prepare poems and play scripts to read aloud and to perform ♣discuss words and phrases that capture the reader's interest and imagination ♣identify main ideas drawn from more than one paragraph and summarising these ♣ identify how language, structure, and presentation contribute to meaning	♣ plan, draft, write, evaluate, edit ♣ present perfect tense ♣write for a range of real purposes and audiences
Poetry: This is Our World	Poetry : Acrostic, Haiku, Rhyming	♣ participate in discussions, presentations, performances, role play, improvisations and debates	♣prepare poems and play scripts to read aloud and to perform ♣discuss words and phrases that capture the reader's interest and imagination ♣recognise some different forms of poetry ♣identify main ideas drawn from more than one paragraph and summarising these ♣ identify how language, structure, and presentation contribute to meaning	♣ plan, draft, write, evaluate, edit ♣choosing nouns or pronouns appropriately

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Non-Fiction: How to Stay Happy	Inform: Guide to Wellbeing	♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	♣identify main ideas drawn from more than one paragraph and summarising these ♣ identify how language, structure, and presentation contribute to meaning	♣ plan, draft, write, evaluate, edit ♣ organising paragraphs around a theme ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣write for a range of real purposes and audiences

DERIC Texts	Spelling Patterns
Summer 1 Week 1 Fiction: Breaking down reading skills – The Broken Vase, An Island Paradise, Alice's Adventures in Wonderland Week 2 Non-fiction: This is Our World Week 3 Fiction: The Wondrous Prune Week 4 Fiction: The Explorer Week 5 Non-fiction: How to Stay Happy	Summer 1 Week 1 Pre-fix 'inter' Week 2 Pre-fix 'anti' Week 3 Pre-fix 'auto' Week 4 Pre-fix 'ex' Week 5 Pre-fix 'non' Summer 2

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Summer 2 Week 1 Greta and the Giants Week 2 Week 3 Week 4 Week 5	Week 1 Ar/er ending Week 2 Ous ending Week 3 Ous ending Week 4 ious ending Week 5 Ly/lly suffix