

English Long term Overview

Year 4						
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
English	<p>Fiction: The Whale by Ethan and Vita Murrow (fiction)</p> <p><i>Final Write: To plan, draft and write a same view point different plot.</i></p>	<p>Fiction: Charlie and the chocolate factory by Roald Dahl</p> <p><i>Final Write: To plan, draft and write a narrative with Big idea replicated in new plot.</i></p>	<p>Fiction: The Iron Man by Ted Hughes</p> <p><i>Final Write: To plan, draft and write a narrative from a different point of view.</i></p>	<p>Fiction: Float by Daniel Miyares</p> <p><i>Final Write: To plan, draft and write a story continuation.</i></p>	<p>Fiction: Aladdin and the Enchanted Lamp by Phillip Pullman</p> <p><i>Final Write: To plan, draft and write a fairy tale.</i></p>	<p>Fiction: The Lost Thing by Shaun Tan</p> <p><i>Final Write: To plan, draft and write a story in a different location.</i></p>
	<p>Non-fiction: Inviting an Author into school (non-fiction letter)</p> <p><i>Final Write: To plan, draft and write a persuasive letter. (persuasion)</i></p>	<p>Non-fiction: The Plague (non-fiction playscript)</p> <p><i>Final Write: To plan, draft and write a playscript.</i></p>	<p>Non-fiction: Once upon a raindrop (non-fiction)</p> <p><i>Final Write: To plan, draft and write an explanation. (explanation)</i></p>	<p>Non-fiction: The Creature by (non-fiction)</p> <p><i>Final Write: To plan, draft and write a newspaper article. (recount)</i></p>	<p>Non-fiction: The River by Valerie Bloom (poetry)</p> <p><i>Final Write: To plan, draft and write a travel brochure. (Discussion)</i></p>	<p>Non-fiction: Still I rise by Maya Angelou (poetry)</p> <p><i>Final Write: To plan, write a draft a poem. (poetry)</i></p>

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Grammar Special Focus	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	determiner pronoun, possessive pronoun adverbial	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Grammar starters						
Learning environment/walls						
D.I.R.T						
Embedded into lessons including cross-curricular						
Targeted reading at home questions.						
Early Morning Work						
Homework						

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Spelling 15 minutes spelling lessons 3x a week	use further prefixes and suffixes and understand how to add them	spell further homophones	spell words that are often misspelt	place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	use the first 2 or 3 letters of a word to check its spelling in a dictionary	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Reading						
Reading Comprehension Text Daily Reading comprehension lessons.	The girl who stole an elephant by Nirzana Farrok	Charlie and the Chocolate factory by Roald Dahl	The Wild Robot by Peter Brown	The Miraculous Journey of Edward Tulane by Kate DiCamillo	How to Train a dragon by Cressida Cowell	Who let the Gods Out by Maz Evans
Class Reader 15-20 minutes timetabled teacher reading aloud.	Aladdin and the Enchanted Lamp by Phillip Pullman	Swift and Hawk by Logan Macx	A Medal for Leroy	Matilda by Roald Dahl	Empire's End A Roman Story by Leila Rasheed	The boy who sang with dragons

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Reading Special Focus	Retrieval	Vocabulary	Prediction	Inference	Summarise	Explaining
one focus lesson a week	confidently skim and scan, and also use the skill of reading before and after to retrieve information.	explore the meaning of words in context, confidently using a dictionary	predicting what might happen from details stated and implied	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.	provide increasingly reasoned justification for my views
Learning environment/walls	use evidence from across larger sections of text	discuss how the author's choice of language impacts the reader	support predictions with relevant evidence from the text.	make inferences about actions, feelings, events or states	make connections between information across the text and include this is an answer.	recommend books for peers in detail
D.I.R.T	read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.	evaluate the authors use of language	confirm and modify predictions as they read on.	use figurative language to infer meaning	discuss the themes or conventions from a chapter or text	give reasons for authorial choices
Embedded into lessons including cross-curricular	retrieve, record and present information from non-fiction texts.	investigate alternative word choices that could be made		give one or two pieces of evidence to support the point they are making.	identify themes across a wide range of writing	begin to challenge points of view
Targeted reading at home questions.	ask my own questions and follow a line of enquiry.	begin to look at the use of figurative language		begin to draw evidence from more than one place across a text.		begin to distinguish between fact and opinion
Early Morning Work		use a thesaurus to find synonyms for a larger variety of words				identifying how language, structure and presentation contribute to meaning
		re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph				discuss and evaluate how authors use language,



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						<p>including figurative language, considering the impact on the reader</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>
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