

# Year 4 Lynnfield English Overview

## 2018 -2019

Objectives highlighted in yellow have been identified as Key Performance Indicators (KPIs) by NAHT

Year 4	Autumn	Spring	Summer
Topic	Harry Potter 'Do you believe in magic?' – Science (Healthy Thinkers)	Volcanoes 'Why do people choose to live near volcanoes?' or 'Is it a healthy choice to live near volcanoes?' – Geography ( Healthy Eaters)	Anglo-Saxons/Vikings 'Do "settlers" ever actually "settle" in Britain?' – History (Healthy Movers)
Suggested Class texts	<ul style="list-style-type: none"> <li>✓ Harry Potter and the Philosopher's Stone – JK Rowling</li> <li>✓ Spiderwick chronicles – (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Iron Man- Ted Hughes (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Odd and the Frost giants – Neil Gaiman</li> </ul>
Picture books	<ul style="list-style-type: none"> <li>✓ Journey – Aaron Becker</li> <li>✓ Tuesday – David Wisener</li> </ul>	<ul style="list-style-type: none"> <li>✓ Escape from Pompeii – Christina Balit</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Dragon's Hoard – Lari Don</li> <li>✓ The illustrated tales of King Arthur- Sarah Courtauld</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>✓ Creating images – Various (WS)</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Exploring poetic form – Various (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Exploring poetic languages – Various (WS)</li> </ul>
Writing Purpose: To be covered throughout the year	<ul style="list-style-type: none"> <li>✓ Each half-term must include one piece of writing to entertain and at least one from one of the other purposes</li> <li>✓ Each full-term must include a narrative story</li> <li>✓ Each full term must contain at least two pieces from either writing to inform, persuade, or discuss</li> </ul>		
	<ul style="list-style-type: none"> <li>✓ Writing to Entertain: Narrative; Description ;Poetry</li> <li>✓ Writing to inform: Explanation, Recount, Biography; Newspaper</li> <li>✓ Writing to persuade: Advert; Letter ; Poster</li> </ul>		
Extended Writing Expectations depending upon text type	<ul style="list-style-type: none"> <li>✓ It is expected that there will be 2 – 3 pieces of extended writing each Half-Term.</li> <li>✓ At least one of which should be topic related.</li> </ul>		
Length of Extended writing expectations depending upon text type	<ul style="list-style-type: none"> <li>✓ 1 A4 page</li> </ul>	<ul style="list-style-type: none"> <li>✓ Between 1 and 1.5 side A4 pages</li> </ul>	<ul style="list-style-type: none"> <li>✓ Between 1 and 1.5 A4 pages</li> </ul>
Writing composition • End of year expectations to be broken down into small steps	<ul style="list-style-type: none"> <li>✓ Organises writing into paragraphs around a theme.</li> <li>✓ In narratives, creates settings, characters and plot.</li> <li>✓ Proof-reads for spelling and punctuation errors.</li> <li>✓ Express time, place &amp; cause using prepositions/prepositional phrases/adverbs</li> <li>✓ Plan work by discussing and recording their ideas in an appropriate way</li> <li>✓ In non-narrative, using simple organisational devices such as headings/subheadings.</li> <li>✓ Proposes changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences.</li> <li>✓ Reads aloud their own writing, to a group or the whole class with appropriate intonation to make meaning clear.</li> </ul>		

<b>Handwriting</b> <ul style="list-style-type: none"> <li>• <i>End of year expectations to be broken down into small steps</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Use diagonal and horizontal strokes to join letters.</li> <li>✓ Know that capitals are not joined and clearly defined by size</li> <li>✓ Increase legibility and consistency of handwriting.</li> <li>✓ Lines of writing spaced sufficiently.</li> <li>✓ Ascenders and descenders do not touch.</li> </ul>		
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>✓ Identify: noun; verb; adjective; phrase; adverb; preposition; pronoun; determiner</li> <li>✓ use of adverbials to extend sentences</li> <li>✓ Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence</li> <li>✓ Identify main clause and subordinate clause.</li> <li>✓ Use of commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use of reported speech as well as direct speech.</li> <li>✓ Use of more specific and accurate punctuation within speech sentences</li> <li>✓ Become accurate in use of inverted commas to punctuate speech.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition.</li> <li>✓ Use of adjectives, nouns and preposition phrases to expand noun phrases</li> <li>✓ Use of the possessive apostrophe (singular and plural nouns).</li> </ul>
<b>Spelling linked to school scheme</b>	<ul style="list-style-type: none"> <li>✓ Write from memory simple sentences, as dictated by the teacher, that include words taught so far</li> </ul>		
<b>Reading: Decoding</b>  <b>Intonation and expression</b>  <ul style="list-style-type: none"> <li>• <i>End of year expectations to be broken down into small steps</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Phonics: Tricky sounds and spellings</li> <li>✓ Word Work: Adding suffixes, doubling consonants,</li> <li>✓ Exception: sets 1-4</li> </ul>	<ul style="list-style-type: none"> <li>✓ Word Work: Adding suffixes, homophones and near homophones, changing word class or meaning with suffixes and prefixes</li> <li>✓ Exception: Sets 5-8</li> </ul>	<ul style="list-style-type: none"> <li>✓ Word Work: Changing word class or meaning with suffixes and prefixes</li> <li>✓ Exception: Sets 9-12</li> </ul>
<b>Comprehension And Understanding</b> <ul style="list-style-type: none"> <li>• <i>End of year expectations to be broken down into small steps</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, actively engaging in discussion.</li> <li>✓ Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally.</li> </ul>		
	<ul style="list-style-type: none"> <li>✓ Recognise some different forms of poetry (e.g. free verse, narrative poetry)</li> <li>✓ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discuss words and phrases that capture the reader's interest and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify themes and conventions in a wide range of books.</li> </ul>

<b>Deduction and inferring</b>	<ul style="list-style-type: none"> <li>✓ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>✓ 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.</li> <li>✓ Understand what they read, in books they can read independently.</li> </ul>		
	<ul style="list-style-type: none"> <li>✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify main ideas drawn from more than one paragraph and summarising these.</li> <li>✓ Ask questions to improve their understanding of a text.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify how language, structure and presentation contribute to meaning.</li> </ul>
<b>Grammatical Features</b>	<ul style="list-style-type: none"> <li>✓ Recognise plurals and collective nouns, as well as pronouns (and their purpose).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explain how tense relate to text type and structure.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify &amp; discuss how author's use of language affects a reader (verbs, adverbs and adjectives).</li> <li>✓ Identify how sentence types can be changed by changing word order, tenses, adding or deleting words or changing punctuation.</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>✓ Use dictionaries to check the meaning of words that they have read.</li> <li>✓ Retrieve and record information from non-fiction.</li> <li>✓ Read books that are structured in different ways.</li> <li>✓ Read for a range of purposes.</li> </ul>		
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>✓ Speak audibly and fluently with an increasing command of Standard English;</li> <li>✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begin to select and use appropriate registers for effective communication.</li> <li>✓ Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul>