

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

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

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