

OVERVIEW YR 4	Term 1		Term 2		Term 3	
STIMULUS THEMES/PRO JECTS	TOMB RAIDERS	LIGHT – BRIGHT SPARKS	GUT-BUSTERS - The digestive system	WESSEX WARRIORS	FRIENDS AROUND THE WORLD	
READING RANGE, KEY TEXTS AND WHOLE- CLASS FOCUS	•Egyptian Diary (Non Fiction) •The Scarab Beetle – Christine Thannett	•Poetry	•Tiny: the invisible world of microbes – Nicola Davies and Emily Sutton	•How to train a dragon – Cressida Cowell •Beowulf – Michael Morpurgo		•Oranges in No Mans Land – Elizabeth Laird •If the world were a village – David J Smith
TEXT TYPES AND RANGE including PURPOSE AND AUDIENCE	•Narrative - historical stories <i>To entertain visitors to Ancient Egyptian museum</i> •Non-chronological report – historical report mummification and farming. <i>To inform visitors to Ancient Egyptian museum.</i>	•Poetry – light poems/shape poems To entertain Light visitor <i>Perform to parents/guardians</i> •Narrative – adventure story? <i>To entertain Year 5</i> •Journalistic report <i>To inform Mr Reilly</i> •Explanation texts - <i>causal connectives (how does a simple circuit work) To explain to year 3</i>	•Instructional texts - directions e.g. along the digestive system or looking after your teeth. <i>To instruct Year 3</i> Food manufacture? •Explanation texts - causal connectives (how the digestive system works) <i>To explain to Year 3</i> •Non-chronological report <i>To inform Parents</i>	•Non-chronological report <i>To inform Year 3</i> •Narrative: - Write ending (story left on a cliffhanger) - Write new adventure for Beowulf - Retell story of defeating the dragon <i>To entertain visitors to celebration</i>	•Recount in role – write in role as Ayesha <i>To entertain To inform Year 4 classes</i> •Non-chronological report/Journalistic report <i>To inform Year 4 classes</i> •Play script - transform dialogue and perform. <i>To entertain KS2 assembly</i>	•Narrative - what happens next? <i>To entertain Mr Reilly</i> •Informal letters in role - thank you letters <i>To inform Parents/guardians</i>
EXTENDED WRITING/WR ITE-ON including SITE OF APPLICATION OPPORTUNITY SUGGESTIONS	•Describe a scene to someone who has not seen the scene (half-life and the greatest library) •Descriptive language •Sentence structures •Non – chronological report (to inform) about mummification •Report – what are you an expert on? •Can you tell an amusing historical story?	Write the opening of a story using a picture as a stimulus (The mystery door) To use rich and figurative language to write a kennings poem. What happens next? Letter informing children of the dangers of electricity. Instructions – how to make a simple series circuit or how can we make the bulb sign brighter?	Describe a scene to someone who has not seen the scene (using rich and figurative vocabulary) The day in the life of a toothbrush or a part of the digestive system. Write an information text about their favorite hobby or about their local area. Write an article for a magazine about a person who you admire, making clear what qualities have led you to admire him/her. Write a diary extract – as a food molecule inside the body. Write an adventure story (possibly story opener) as a food molecule going inside the body.	Describe a scene to someone who has not seen the scene (using rich and figurative vocabulary) Informal letter to a character in the Beowulf story. Improve a paragraph of writing (sick sentences). Explanation text – how to defeat a dragon (using the story of Beowulf). Report about the Anglo-Saxons and /or Vikings (link to project research).	Describe a scene to someone who has not seen the scene (using rich and figurative vocabulary) Formal letter Write a review about a trip on holiday/day trip. Write a persuasive letter encourage people to visit a country eg St Lucia. Poetry. Character description?	Describe a scene to someone who has not seen the scene (using rich and figurative vocabulary) Discussion text. Advert for St Lucia or countries around the world. Diary entry – a day in St Lucia (country TBC).
READING	Black text: National Curriculum statements; <i>Bold/italics</i> : National Curriculum statements (NAHT KPI); Red text : Hampshire additional guidance					
Word Reading	• <i>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</i> • <i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i>					
Themes and Conventions	• <i>Develop positive attitudes to reading and understanding of what they read</i> • <i>Use, select and read books that are structured in different ways for the appropriate purposes</i> • <i>Identify themes and conventions in a wide range of books</i> • <i>Make RELEVANT links to other known texts or personal experience</i> • <i>Recognise themes in age-appropriate texts, such as bullying</i> • <i>Recognise conventions in age-appropriate texts, such as the use of ‘the power of 3’ (wishes, characters, e.g. the king’s 3 sons etc.) in fairy stories and folk tales</i> • <i>Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings</i>		• <i>Explore underlying themes and ideas</i> • <i>Identify similarities in themes and conventions across a range of books</i> • <i>Identify features that characterise books set in different cultures or historical settings</i> • <i>Make links between texts and to the wider world</i>	• <i>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books, drawing on a widening knowledge of authors</i>		
Comprehension - Clarify	• <i>Understand what they read, in books they can read independently</i> • <i>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i> • <i>Use known strategies appropriately to establish meaning</i> • Ask questions to improve their understanding of a text • <i>Self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context</i> • <i>Discuss understanding as it develops and explain the meaning of words in context</i> • <i>Use dictionaries to check the meaning of words that they have read</i>		• <i>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i>			
Comprehension - Monitor and Summarise	• <i>Identify main ideas drawn from more than one paragraph and summarising these</i> • <i>Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text</i>		• <i>Identify main ideas drawn from more than one paragraph and summarising these accurately and succinctly using vocabulary from the text</i>	• <i>Understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise</i>		

Comprehension - Select and Retrieve	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion Use features to locate information e.g. contents, indices, subheadings Locate information using skimming, scanning and text marking 		<ul style="list-style-type: none"> Retrieve and record information from non-fiction, extracting information from age-appropriate texts and make notes using quotation and reference to the text 	<ul style="list-style-type: none"> Extract information from the text and make notes using quotation and accurate reference to the text 		
Comprehension - Respond and Explain	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others Discuss words and phrases that capture the reader’s interest and imagination Recognise some different forms of poetry [for example, free verse, narrative poetry] 		<ul style="list-style-type: none"> Use specific vocabulary and ideas expressed in the text to support own responses, explanations and own views 	<ul style="list-style-type: none"> Notice and discuss the author’s choice and order of content linked to purpose. For example <i>Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery?</i> 		
Inference	<ul style="list-style-type: none"> Predict what might happen from details stated and implied based on references to the text Make plausible predictions based on knowledge of the text Infer character’s feelings, thoughts and motives of main characters from their actions, and justifying inferences with sound evidence 		<ul style="list-style-type: none"> Infer character’s feelings, thoughts and motives of main characters from their actions, and justifying inferences with sound evidence Draw predominantly, correct inferences often supported through reference to the text Justify plausible predictions about <i>what might happen from details stated and implied</i> by referring to the text Infer underlying themes and ideas 	<ul style="list-style-type: none"> 		
Language for Effect	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Discuss how language used has an effect on the reader Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration and explain the effect on them as a reader 		<ul style="list-style-type: none"> Identify how language, structure, and presentation are combined to contribute to meaning 	<ul style="list-style-type: none"> Give examples to illustrate how language, structure and presentation help the reader to understand the text Begin to discuss the effect that language, structure and presentation have on the reader 		
WRITING	Black text: National Curriculum statements; Bold/italics : National Curriculum statements (NAHT KPI); Red text : Hampshire additional guidance					
VOCABULARY, GRAMMAR AND PUNCTUATION	<ul style="list-style-type: none"> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use direct speech and punctuate correctly Possessive apostrophes for regular singular and plural nouns Use prepositions - at, underneath, since, towards, beneath, beyond Expanded noun Proof-read for spelling and punctuation errors e.g. corrects repetitious language, verb/subject disagreement or lapses in tense Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Use conjunctions to express time and cause Capital letters for proper nouns: names, places, days of the week, months, titles and languages 	<ul style="list-style-type: none"> Possessive pronouns - yours, mine, theirs, ours, hers, his, its Using inverted commas where the speech is preceded by the speaker Mary yelled, “Sit down” Standard English forms for verb inflections instead of local spoken forms Fronted adverbials followed by a comma e.g. Flying through the air, Harry crashed into a hidden tree. Specific determiners e.g. their, whose, this, that, these, those, which Know the difference between a preposition and an adverb Powerful verbs Find synonyms of words to improve effect within sentences Expanded noun phrases e.g. ‘The strict English teacher with the grey beard... Plural nouns of words ending in ‘o’ Know which words to add ‘s’ to, which to add ‘-es’ to and which could take either ‘s’ or ‘- 	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the past tense Indicate grammatical and other features e.g. by indicating possession by using the possessive apostrophe with plural nouns Compound sentences using all the co-ordinating conjunctions Modal verbs: could, should, would Verbs ending in ‘y’: change the ‘y’ to an ‘i’ and add ‘-es’ carry – carries Plural for nouns ending with a ‘y’: baby –babies 	<ul style="list-style-type: none"> Informal and formal language Past perfect continuous verb form ‘had’ + past participle + ‘-ing’ Embedded clause with an ‘-ing’ verb: Tom, smiling secretly, hid the magic potion book. Place a comma on either side of the subordinate clause. A sentence that gives three actions: Tom slammed the door, threw his books on the floor and slumped to the ground 	<ul style="list-style-type: none"> Repetition to persuade: e.g. Fun for now, fun for life Comparative and superlative adjectives: happy – happier – happiest Compound nouns using hyphens 	
TRANSCRIPTIO N	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell words that are often misspelt (English Appendix 1) Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals Spell further homophones 	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with irregular plurals 			
COMPOSITION AND EFFECT	<ul style="list-style-type: none"> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar e.g. identifies and uses key organisational features of a shared text in their own writing Plan their writing by discussing and recording ideas so that writing is clear in purpose Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements 	<ul style="list-style-type: none"> In narratives, creates settings, characters and plot e.g. narrative writing interests the reader through the development of a coherent plot, characters and settings Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary 	<ul style="list-style-type: none"> Writing is clear in purpose with viewpoint consistently maintained (for example, word choice indicates child’s viewpoint on a character or an issue) A range of additional detail and explanations are included 	<ul style="list-style-type: none"> When discussing writing similar to that which they are planning to write, selects the most relevant information, key vocabulary and most suitable ideas to plan own narrative and non-narrative writing 		
TEXT STRUCTURE AND ORGANISATIO N	<ul style="list-style-type: none"> Organise paragraphs around a theme so that narrative and non narratives are paragraphed and related information is clustered logically 	<ul style="list-style-type: none"> Non-narrative material uses simple organisational devices - engages reader through appropriate headings and relevant sub-headings for each paragraph (if 	<ul style="list-style-type: none"> Use adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> Narrative and non-fiction texts include an appropriately signalled opening and ending 		

		appropriate) •A wider range of appropriate conjunctions, adverbs and prepositions are used to express time, place and cause, creating cohesion within and between sentences				
SENTENCE STRUCTURE	• Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) •Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although at the beginning and within sentences	•Variation in sentence structure includes simple, compound and complex structures				
SPEAKING AND LISTENING	•Rehearse dialogue - write effective dialogue •Freeze frames •Role play - retelling story	•Read aloud and perform poetry (show understanding of tone, volume and action)	•Verbally recall instructions	•Rehearse sentences orally	•Reading aloud and performing play scripts and poetry	
SPECIAL EVENTS	•Egyptian workshop	•Light visitor - light show	•Re-creation of the digestive system	•Trip TBC	•St Lucian day	