

English Curriculum – Year 4



Reading - Core texts



Rabbit and Bear – Julian Gough and Jim Field

The Boy Who Grew Dragons – Andy Shepherd

Fantastic Mr Fox – Roald Dahl

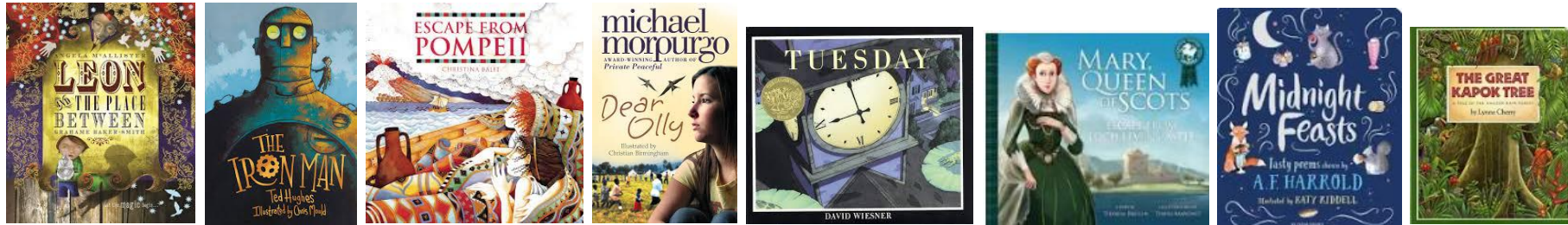
The Lion, the Witch and the Wardrobe – C. S. Lewis

The Nothing to See Here Hotel - Steven Butler and Steven Lenton

The Legend of Podkin One Ear – Kieran Larwood

The Firework Maker's Daughter – Philip Pullman

Additional Texts



Films (used to inspire writing)

The Iron Giant
Cirque du Soleil
Pompei animations / film clips
Tuesday animation

Poems to Learn and Perform

The River – Valerie Bloom
Nature Trail – Benjamin Zephaniah

Cross Curricular Writing Opportunities

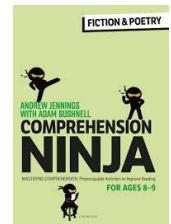
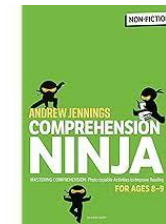
Geography – Information text
Science – Explanation text, Persuasive Letter
History – Explanation text, Letter writing, Non-Chronological report
D&T – Instructions, Biography
Computing – Biography

Reading is taught using the core texts alongside resources from Comprehension Ninja, Reading Recharged Teaching Comprehension Strategies and Literacy Shed Plus.

Activities include: Labelling, Fill in the Gap, True or False, Sequencing, Matching, Multiple Choice, Find and Copy, Underline or Highlight.

Approximate Length of texts 500 – 600 words.

Additional cross curricular texts are taken from Oddizzi (Geography).



Reading Comprehension – Content Domain Coverage – Year 4

| Vocabulary | Retrieval | Sequencing and Summarising | Inference | Prediction | Explain how information is related / Make comparisons | Authorial Intent |
|---|---|---|--|--|--|---|
| To discuss and analyse the meaning of words that they have read using morphology and etymology. | To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. | To summarise events / main ideas in a paragraph in fiction and non-fiction texts. | To draw inferences from characters' feelings, thoughts, motives and actions. | To justify predictions based on details stated and implied, justifying them in detail with evidence from the text. | To identify themes and conventions in a wide range of books. | To discuss vocabulary used to capture readers' interest and imagination. |
| To find the meaning of new words using the context of the sentence. | To confidently skim and scan to find relevant information. | To write a brief summary of the main points and important information from an extract / text. | To use more than one piece of evidence to back up their inferences. | To confirm predictions as they read forward. | To discuss favourite text types, providing justified reasons. | To refer to authorial style and features used (i.e greetings in letters or the use of presentational devices such as numbering and headings). |
| To use different sorts of dictionaries and thesauruses to support learning vocabulary. | To use relevant quotes to support their answers. | To highlight and make notes on key information whilst reading. | | | To identify different character types across a range of texts. | To identify how an author's choice of language, structure and presentation contribute to meaning. |

| Year 4 - Writing | | | | |
|------------------|---|--|---|---|
| Term | | | | Grammar and Punctuation |
| Autumn 1 | Write an alternative story starter (Leon and the Place Between) Narrative | Write an additional character into a story Character Description / Narrative | Caring for a Dragon Information Text | Recap Word Class: Nouns, Verbs, Adjectives, Adverbs Prepositions Comparative adjectives Dialogue – basic rules |
| Autumn 2 | Write a diary entry from the perspective of the Iron Man. Diary Entry | Write a set of instructions designed to capture the Iron Man. Instructions | Write a blackout poem. Poetry | Coordinating conjunctions Adverbials Progressive past tense Commands, Imperatives Rhetorical Questions |
| Spring 1 | Write a persuasive letter to convince children to care for their teeth. Persuasive Letter | Write a setting description based on events at Pompeii Setting Description | | Standard / Non-standard English Determiners Present Progressive tense Fronted Adverbials Paragraphing |
| Spring 2 | Write an adventure story based on Escape from Pompeii Narrative | The Romans Non-Chronological Report | | Prefixes and Suffixes Main and Subordinate Clauses Dialogue |
| Summer 1 | Write the biography of Hedy Lamarr. Biography | Write a persuasive speech in role as a sports manager Motivational speech | Write a nonsense poem based on Midnight Feasts by AF Harrold Poetry | Apostrophes for possession, plural possession and contraction Onomatopoeia, Metaphors Noun Phrases |
| Summer 2 | Retell the story of the Great Kapok Tree from a different perspective Narrative | Write a police report based on the book Tuesday Report | Write a confessional letter in role as Mary Queen of Scots. Letter | Consolidation |

Spelling - Spelling Shed - Stage 4



Children in Year 4 follow the Spelling Shed scheme of work for their weekly spellings. They are taught a rule, exposed to the definitions of the words and the etymology, practise at both home and school and are then tested the following week.

Some children may have a smaller set of spellings or separate spellings to learn each week depending upon their learning needs.