Year 4 (2024-2025) – English Curriculum

Year 4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Writing	Writing **'The Iron Man' by Ted Hughes** Purpose: To persuade. Audience: Characters from the book (pupil's choice). Form: An informal persuasive letter. Taught writing objectives: • L.O: To analyse an informal letter. • To identify features of an informal letter. • L.O: To use determiners correctly. (articles: 'a' or 'an', 'the', quantifiers: 'some', 'a few', 'several', 'lots of') (Year 3 Recap) • L.O: To identify pronouns (possessive pronouns) • L.O: To create cohesion by using the appropriate choice of nouns and pronouns. (avoiding repetition / including possessive pronouns) **'The Iron Man' by Ted Hughes** Purpose: To inform. Audience: People in the local vicinity / people who read the local newspaper. Form: A newspaper report. Taught writing objectives: • L.O: To analyse a newspaper report. • To identify features of a newspaper report. • L.O: To identify adverbs. • L.O: To use and apply adverbs effectively to modify verbs • L.O: To use and apply adverbs effectively to modify adjectives • L.O: To use and apply adverbs effectively modify other adverbs • L.O: To identify fronted adverbials and fronted adverbial phrases (often, quickly, very, then next, soon, therefore) • L.O: To create and accurately punctuate	Writing **'Ice Palace' by Robert Swindells** Purpose: To describe / to entertain. Audience: People who enjoy the poetry. Form: A setting description through poetry. Taught writing objectives: • L.O: To analyse a poem about a place. • To identify features of a descriptive poem. • L.O: To discuss different poetic forms and specific language choices. (author's use of figurative language) • L.O: To identify figurative language. (similes, metaphors, onomatopoeia) (Year 3 Recap) • L.O: To use a range of figurative language and poetic devices including personification (Personification compares the way a thing or object behaves with our own human behaviours.)	Writing **'Ice Palace' by Robert Swindells** Purpose: To entertain. Audience: People who enjoy quest / adventure stories. Form: A quest story. Taught writing objectives: • L.O: To analyse the structure of a quest story. • L.O: To use determiners correctly. (articles: 'a' or 'an', 'the', quantifiers: 'some', 'a few', 'several', 'lots of') – Y3 Recap • L.O: To identify expanded noun phrases. • L.O: To create expanded noun phrases (to describe) • L.O: To use prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to not only add detail but also for cohesion. • L.O: To use inverted commas and other punctuation to indicate direct speech. (Before narrative / after narrative) • L.O: To apply the rules associated with direct speech. (new speaker, new line) • L.O: To suggest character through narrative and dialogue. (body language and actions which suggest a character's emotions / feelings) • L.O: To describe a character through narrative and dialogue. (physical appearance and actions described using expanded noun phrases) **'Varjak Paw' by S.F. Said** Purpose: To explain Audience: People who would like to learn more about a character from 'Varjak Paw' by S.F. Said. Form: A balanced argument	Writing **'Anglo Saxon History Workshop'** Purpose: To inform and explain. Audience: The diary (person's internal thoughts) Form: Diary Taught writing objectives: • L.O: To analyse extracts from a range of different diary entries • To identify features of a diary entry. • L.O: To identify conjunctions. (coordinating and subordinating) • L.O: To use coordinating and subordinating conjunctions to join clauses. (for, and, nor, but, or, yet, so, if, then, because, when, before, after, while, even so) • L.O: To use subordinating conjunction to join clauses ('If, then sentence' - combines two subordinate (dependent) clauses. 'If, if, if, then sentence', • L.O: To write multi-clause sentences. (using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.) • L.O: To vary the position of clauses within a sentence. • L.O: To use prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to not only add detail but also for cohesion. • L.O: To create and accurately punctuate fronted adverbials and fronted adverbials phrases (use commas to separate them from the rest of the sentence) (Modifying an entire sentence / clause - adverbs can modify the entire sentence that follows them) to express:	Writing **'Jemmy Button' by Alix Barzelay** Purpose: To persuade. Audience: Authorities / dignitaries from the story (pupil's to choose who they wish to write to). Form: A formal persuasive letter. Taught writing objectives: • L.O: To analyse a number of formal letters. • To identify features of a formal letter. • L.O: To use the standard English forms of verbs. (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done') • L.O: To identify word families. (Year 3 Recap) • L.O: To build word families based upon common root words. (solve, solution, solver, dissolve, insoluble.) (Year 3 Recap) • L.O: To choose nouns and pronouns appropriately within and across sentences to aid cohesion and to avoid repetition.	Writing **'Kensuke's Kingdom' by Michael Morpurgo** Purpose: To entertain. Audience: People who want to know what happens in the next chapter. Form: A narrative. Taught writing objectives: • L.O: To analyse the structure of a narrative. • L.O: To use a range of figurative language devices and vocabulary choices to describe. (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including simile, metaphor and personification, repetition, onomatopoeia) • L.O: To use a range of figurative language devices and sentence structures to create mood and atmosphere. (similes, metaphors, personification, onomatopoeia) (e.g. short sentences for impact).) • L.O: To use repetition for effect. ('Last word, first word (yoked) sentence' This is made up of two sentences. The second sentence begins with the word or phrase which the first sentence ends with.) • L.O: To identify conjunctions. (coordinating and subordinating) • L.O: To use coordinating and subordinating conjunctions to join clauses. (for, and, nor, but, or, yet, so, if, then, because, when, before, after, while, even so) • L.O: To write multi-clause sentences. (using coordinating and subordinating conjunctions accurately, including

	fronted adverbials and fronted adverbials phrases (use commas to separate them from the rest of the sentence) (Modifying an entire sentence / clause - adverbs can modify the entire sentence that follows them) to express: • •Time (when) (Year 3 Recap) • •Place (where)(using a prepositional phrase) (Year 3 Recap) • •Manner (how) (Year 3 Recap) • •Frequency (how often) • •Degree / possibility (how likely something will happen) • L.O: To use non-fiction organisational devices. (numbered lists, bullet points, headings and sub-headings) (Year 3 Recap) • L.O: To identify the present perfect form of verbs. (Year 3 Recap) • L.O: To use the present perfect form of verbs instead of the simple past. – (Year 3 Recap) • L.O: To identify prepositions. • L.O: To use prepositions to add detail and cohesion. (next to, before, during, after, in, because of, underneath, with) • L.O: To create cohesion by showing how one event leads to another. (using appropriate conjunctions and adverbials) • L.O: To use inverted commas and other punctuation to indicate direct speech. (Apply to quotes)		Taught writing objectives: • L.O: To analyse extracts from a range of different balanced arguments. • To identify features of a balanced argument. • L.O: To identify conjunctions. (coordinating and subordinating) • L.O: To use coordinating and subordinating conjunctions to join clauses. (for, and, nor, but, or, yet, so, if, then, because, when, before, after, while, even so) • L.O: To use subordinating conjunction to join clauses ('If, then sentence' - combines two subordinate (dependent) clauses. 'If, if, if, then sentence', • L.O: To write multi-clause sentences. (using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.) • L.O: To vary the position of clauses within a sentence. (e.g. 'verb, person sentence' Starting the sentence with a verb (or a list of verbs), punctuated with a comma(s) and preceding a main clause) • L.O: To use apostrophes for contractions and singular possession. (Year 3 Recap) • L.O: To use apostrophes for plural nouns. (use -s accurately for plural and possessive.) • To form nouns using a range of prefixes. (super-, auto-, pre-, mis-, dis-, re-, inter-, anti-) (Year 3 Recap)	• •Time (when) (Year 3 Recap) • •Place (where)(using a prepositional phrase) (Year 3 Recap) • • Manner (how) (Year 3 Recap) • •Frequency (how often) • •Degree / possibility (how likely something will happen) **Poetry Performance Week: Poems with the theme of 'School'** Purpose: To entertain Audience: Other classes around the school Form: A poetry performance / recital		when, before, after, while, so, because.) • L.O: To write a multi-clause sentence using a pair of conjunctions (Paired conjunctions, (sometimes called 'correlative conjunctions') are two linking words that relate to one another and are used in one sentence.) • 'P.C. (paired conjunction) sentence': • •rather/than: • •either/or: • •neither/nor: • •both/and: • •not only/but also: • •as many/as: • •whether/or • •as/as • •as/if • L.O: To vary the position of clauses within a sentence. ('3 _ed sentence' - A list of three related adjectives (punctuated with commas) preceding a main clause. • L.O: To suggest character through narrative and dialogue. (body language and actions which suggest a character's emotions / feelings) • L.O: To describe a character through narrative and dialogue. (physical appearance and actions described using expanded noun phrases) • L.O: To use and apply adverbs effectively to modify verbs • L.O: To use and apply adverbs effectively to modify adjectives • L.O: To use and apply adverbs effectively modify other adverbs • L.O: To identify fronted adverbials and fronted adverbial phrases (often, quickly, very, then next, soon, therefore) (Modifying an entire sentence / clause - adverbs can modify the entire sentence that follows them) • L.O: To create and accurately punctuate fronted adverbials and fronted adverbials phrases

						(use commas to separate them from the rest of the sentence) to express: • •Time (when) (Year 3 Recap) • •Place (where)(using a prepositional phrase) (Year 3 Recap) • •Manner (how) (Year 3 Recap) • •Frequency (how often) • •Degree / possibility (how likely something will happen)
Reading	**Book Talk:** 'The Iron Man' by Ted Hughes 'Ice Palace' by Robert Swindells **Teacher Read Class Stories:** 'Planet Omar: Accidental Trouble Magnet' by Zanib Mian **Science Texts:** 'Stick Dog Dreams of Ice Cream' by Tom Watson (States of Matter)	**Book Talk:** 'Ice Palace' by Robert Swindells 'Varjak Paw' by S.F. Said **Teacher Read Class Stories:** 'The Land of Roar' by Jenny McLachlan **Science Texts:** 'Wolves' by Emily Gravett (Animals, including Humans - The Digestive system and food chains)	**Book Talk:** 'Varjak Paw' by S.F. Said **Teacher Read Class Stories:** 'Operation Gadgetman!' by Malorie Blackman **Science Texts:** 'The Dam' by David Almond (Sound)	**Book Talk:** 'Varjak Paw' by S.F. Said 'Jemmy Button' by Alix Barzelay 'Midnight Fox' by Betsy Byars **Teacher Read Class Stories:** 'How to Train Your Dragon' by Cressida Cowell **Science Texts:** 'Sparrow Girl' by Sara Pennypacker (Living things and their habitats)	**Book Talk:** 'Midnight Fox' by Betsy Byars 'Kensuke's Kingdom' by Michael Morpurgo **Teacher Read Class Stories:** 'Agent Zaiba Investigates: The Missing Diamonds' by Annabelle Sami **Science Texts:** 'Oscar and the Bird: A Book About Electricity' by Geoff Waring (Electricity)	**Book Talk:** 'Kensuke's Kingdom' by Michael Morpurgo **Teacher Read Class Stories:** 'The Dream Team: Jaz Santos vs. the World' by Priscilla Mante
Spelling Rules	1.These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 2.The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' 3.Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' 4.The prefix 'sub-' which means under or below. 5.The prefix 'inter-' means between, amongst or during. 6.Challenge Words	7.The suffix '-ation' is added to verbs to form nouns. 8.The suffix '-ation' is added to verbs to form nouns. 9.Adding –ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '–le' become '–ly.' 10.Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' 11.Word with the 'sh' sound spelled ch. These words are French in origin. 12.Challenge Words.	13.Adding the suffix '–ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' 14.Adding the suffix –ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. 15.The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. 16.The 'ee' sound spelled with an 'i.' 17.The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.	18.Challenge Words. 19.The 'au' digraph. 20.The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' 21.The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' 22.The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	23.Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. 24.Challenge Words. 25.Homophones – words which have the same pronunciation but different meanings and/or spellings. 26.The /s/ sound spelled c before 'i' and 'e'. 27.Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' 28.Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'	29.Prefixes – 'super-' 'anti' and 'auto.' 30.The prefix bi- meaning two. 31.Challenge Words. 32.Plural possessive apostrophes. 33.Revision – spelling rules we have learned in Stage 4. 34.Revision – spelling rules we have learned in Stage 4.