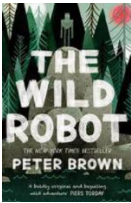
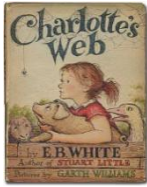
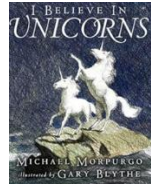
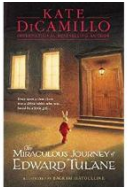
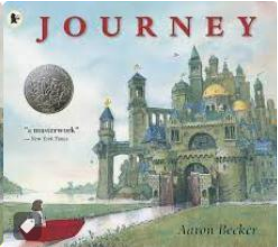
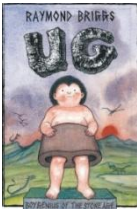
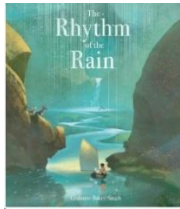


Year 4 English Overview – Cotmanhay Junior School

<u>Autumn 1 – Class Reading Text and Writing focus</u>	<u>Autumn 2 – Class Reading Text and Writing focus</u>	<u>Spring 1 – Class Reading Text and Writing focus</u>	<u>Spring 2 - Class Reading Text and Writing focus</u>	<u>Summer 1 – Class Reading Text and Writing focus</u>	<u>Summer 2 - Class Reading Text and Writing focus</u>
Class Novel – 15 minutes per day					
					
<u>Personal Development Class</u> <u>Novel Links</u> • Adventure • Friendship • Belonging • Problem solving • Family	<u>Personal Development Class</u> <u>Novel Links</u> • Inferences about characters' feelings • Quest for rescue • Folk tale • Cycle of life and death • Empathy	<u>Personal Development Class</u> <u>Novel Links</u> • Quest • Questioning • Inference • Unlikely hero • Courage	<u>Personal Development Class</u> <u>Novel Links</u> • Travel • Mysterious • Loss • Folk tale	<u>Personal Development Class</u> <u>Novel Links</u> • Imagination • Loss • Hope • Resilience • Power of books	<u>Personal Development Class</u> <u>Novel Links</u> • Love • Loss • Grief • Family • Compassion
Texts Covered within Writing Units					
					
<u>Themes within Writing text</u> • Adventure • Imagination • Friendship • Courage	<u>Themes within Writing text</u> • Adventure • Friendship • Belonging • Problem solving • Family	<u>Themes within Writing text</u> • Creativity • Problem solving • Family dynamics • Self- discovery • Growth	<u>Themes within Writing text</u> • Quest • Questioning • Inference • Unlikely hero • Courage	<u>Themes within Writing text</u> • Celebration • Connection • Respect • Wonder • Conservation	<u>Themes within Writing text</u> • Love • Loss • Grief • Family • Compassion
<u>Genre of unit 1</u> Setting description (Journey) Poetry (Journey) <u>Genre of unit 2</u> Poetry (Journey) <u>Genre of unit 3</u>	<u>Genre of unit 1</u> Stone Age House Review (UG) <u>Genre of unit 2</u> Explanation (UG) <u>Genre of unit 3</u> Suspense (Krindlekrax)		<u>Genre of unit 1</u> NCR (Rhythm of the Rain) <u>Genre of unit 2</u> Poetry (Rhythm of the Rain) <u>Genre of unit 3</u>		

Character description (The Wild Robot) <u>Genre of unit 4</u> Instructions (The Wild Robot)	<u>Genre of unit 4</u> Letter to agony aunt (Krindlekrax)	First Person Narrative (Miraculous Journey of Edward Tulane) <u>Genre of unit 4</u> Diary entry (Miraculous Journey of Edward Tulane)
<u>Active English Focus unit 1</u> Punctuation, similes, metaphors, onomatopoeia, personification, tense <u>Active English Focus unit 2</u> Nouns, adjectives, verbs, adverbs, synonyms, antonyms, pronouns, similes, vocabulary choices, sentence choices, simple and compound sentences, coordinating conjunctions determiners <u>Active English Focus unit 3</u> Nouns, adjectives, verbs, adverbs, synonyms, antonyms, pronouns, similes, vocabulary choices, present tense, speech punctuation, simple and compound sentences, coordinating conjunctions, determiners <u>Active English Focus unit 4</u> Punctuation, complex sentences, Command, imperative verbs, sentence openers, preposition, recap of main and subordinate clauses, subordinating conjunction, coordinating conjunctions	<u>Active English Focus unit 1</u> Punctuation, pronouns, verbs, adverbs, tense, prepositions <u>Active English Focus unit 2</u> Simple, compound and complex sentences, coordinating conjunctions, subordinating conjunctions, nouns, determiners <u>Active English Focus unit 3</u> Present tense, speech punctuation, simple, compound and complex sentences, coordinating conjunctions, subordinating conjunctions determiners, similes, metaphors, onomatopoeia, <u>Active English Focus unit 4</u> Determiners, coordinating conjunctions, subordinating clauses, informal tone, tense, openers	<u>Active English Focus unit 1</u> Punctuation, brackets, simple, compound and complex sentences, coordinating conjunctions, subordinating conjunctions, <u>Active English Focus unit 2</u> Nouns, adjectives, verbs, adverbs, antonyms, synonyms, vocabulary choices, sentence choices, similes, metaphors, onomatopoeia, personification <u>Active English Focus unit 3</u> Punctuation, openers, quotes, informal tone, past tense, pronouns, verbs, adverbs, prepositions, determiners <u>Active English Focus unit 4</u> Nouns, adjectives, verbs, adverbs, synonyms, antonyms, pronouns, similes, vocabulary choices, present tense, speech punctuation, simple and compound sentences, coordinating conjunctions, determiners
<u>Alan Peat Sentences Applied</u> 2A sentences BOYS sentences What + ! sentences Subordination sentences	<u>Alan Peat Sentences Applied</u> Verb, person sentences If, if , if, then sentences Double ly sentences Paired Conjunctions sentences Simile sentences	<u>Alan Peat Sentences Applied</u> 2 adjective pairs sentences 3_ed sentences Emotion word, comma sentences Personification of weather sentences/ This is that sentences Last word, first word sentences Then & Now sentences
The Year 4 Reading National curriculum objectives are taught both discreetly through the school ‘Whole Class Reading’ approach, and through writing lessons that are underpinned by high quality texts. As per the reading framework, although we make reference to individual reading domains (retrieval, inference, vocabulary etc), these are taught in a collaborative manner due to all reading skills being used in tandem. These will be discussed throughout lessons so children have a solid knowledge of the reading skills they are using throughout the reading process. Individual reading objectives from the NC are taught in an ongoing manner throughout the school year so they can be recapped and consolidated regularly.		

Y4 Expected Outcomes	Y4 Greater Depth Outcomes
Word	
I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.	I can independently use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
I am aware that some words sound different to how they are spelt.	I know a range of words sound different to how they are spelt.
Fluency	
I can read more challenging words quickly and accurately.	I can read more challenging words independently, quickly and accurately.
I will prepare and perform poems and play scripts (showing understanding through intonation, tone, volume and action).	I confidently perform poems and play scripts.
Comprehension	
I can show you I have understood the increasingly wide range of texts I have read.	I can evaluate an increasingly wide range of texts I have read.
I can use a dictionary to check the meaning of new words	I can use a dictionary confidently to check the meaning of new words and use them in my own work.
I can identify different themes and conventions in a wide range of books I read	I can identify and evaluate different themes and conventions in a wide range of books I read.
I will perform poems and play scripts to keep the listener interested (showing understanding through intonation, tone, volume and action).	I confidently perform a range of poems and play scripts to keep the listener interested.
I check what I have read to ensure it makes sense.	I check what I have read to ensure it makes sense by comparing it with other books I have read and exploring the meaning of new words.
I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story	I use a range of quality evidence from different parts of the text to justify my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
I can predict events in stories from what I have read.	I can accurately predict events in stories from what I have read.
I can tell what the main ideas in a book are from reading a number of paragraphs.	I can tell what the main ideas in a book are from reading a number of paragraphs and categorising my ideas efficiently.
I can use non-fiction books to find out about things.	I can use non-fiction books to find out about things independently.

WCR Texts Autumn 1	WCR Texts Autumn 2	WCR Texts Spring 1	WCR Texts Spring 2	WCR Texts Summer 1	WCR Texts Summer 2
<u>Week 1</u> <u>Text/video/image focus</u> Video clip <u>Genre of text</u> Video clip from the Journey <u>Link to other subject</u> Journey book (English Writing)	<u>Week 1</u> <u>Text/video/image focus</u> Poppy Poem <u>Genre of text</u> Poetry <u>Link to other subject</u> Remembrance – history	<u>Week 1</u> <u>Text/video/image focus</u> Demon Headmaster <u>Genre of text</u> Narrative <u>Link to other subject</u> English - Writing	<u>Week 1</u> <u>Text/video/image focus</u> Cresswell Craggs <u>Genre of text</u> Persuasive Leaflet <u>Link to other subject</u> History – Stone Age and Beyond	<u>Week 1</u> <u>Text/video/image focus</u> Extract from Edward Tulane <u>Genre of text</u> Narrative <u>Link to other subject</u> English	<u>Week 1</u> <u>Text/video/image focus</u> Hindu and Jewish Weddings <u>Genre of text</u> Information <u>Link to other subject</u> RE
<u>Week 2</u> <u>Text/video/image focus</u> Picture <u>Genre of text</u> Picture <u>Link to other subject</u> English Writing	<u>Week 2</u> <u>Text/video/image focus</u> Nativity playscript extract <u>Genre of text</u> Playscript <u>Link to other subject</u> RE - Christmas	<u>Week 2</u> <u>Text/video/image focus</u> My shadow <u>Genre of text</u> Poetry <u>Link to other subject</u> English - Writing	<u>Week 2</u> <u>Text/video/image focus</u> The Shadow in Lizard Street <u>Genre of text</u> Suspense <u>Link to other subject</u> English – Writing English – class read	<u>Week 2</u> <u>Text/video/image focus</u> Poem linked to rhythm of the Rain <u>Genre of text</u> Poetry <u>Link to other subject</u> English – writing Science	<u>Week 2</u> <u>Text/video/image focus</u> Walking Through Town <u>Genre of text</u> Narrative <u>Link to other subject</u> History – local history of Ilkeston
<u>Week 3</u> <u>Text/video/image focus</u> Let It Go <u>Genre of text</u> Lyrics/ poetry <u>Link to other subject</u> English – writing	<u>Week 3</u> <u>Text/video/image focus</u> Stone Age life <u>Genre of text</u> Poetry <u>Link to other subject</u> History – Stone Age and Beyond	<u>Week 3</u> <u>Text/video/image focus</u> Iceland <u>Genre of text</u> Information/ NCR <u>Link to other subject</u> Geography - Europe	<u>Week 3</u> <u>Text/video/image focus</u> The Bronze Age <u>Genre of text</u> Information <u>Link to other subject</u> History	<u>Week 3</u> <u>Text/video/image focus</u> Space Oddity <u>Genre of text</u> Lyrics/poetry <u>Link to other subject</u> English - writing	<u>Week 3</u> <u>Text/video/image focus</u> Sound Poem <u>Genre of text</u> Poetry <u>Link to other subject</u> Science
<u>Week 4</u> <u>Text/video/image focus</u> Digestion Text <u>Genre of text</u> information <u>Link to other subject</u> Science	<u>Week 4</u> <u>Text/video/image focus</u> How to make a Christingle <u>Genre of text</u> Instructions <u>Link to other subject</u> RE – Christianity	<u>Week 4</u> <u>Text/video/image focus</u> Oliver and the Seawigs <u>Genre of text</u> Narrative <u>Link to other subject</u> English - Class read	<u>Week 4</u> <u>Text/video/image focus</u> The Adventure in the Woods <u>Genre of text</u> Narrative <u>Link to other subject</u> English - writing	<u>Week 4</u> <u>Text/video/image focus</u> Katsushika Hokusai <u>Genre of text</u> Biography <u>Link to other subject</u> Art	<u>Week 4</u> <u>Text/video/image focus</u> Pompeii <u>Genre of text</u> Lyrics/ poetry <u>Link to other subject</u> English – writing
<u>Week 5</u> <u>Text/video/image focus</u> Digestion Text	<u>Week 5</u> <u>Text/video/image focus</u> Stone Age housing	<u>Week 5</u> <u>Text/video/image focus</u> WWII Evacuees	<u>Week 5</u> <u>Text/video/image focus</u> I am Moana	<u>Week 5</u> <u>Text/video/image focus</u>	<u>Week 5</u> <u>Text/video/image focus</u> PE link – rules of sport

<u>Genre of text</u> information <u>Link to other subject</u> Science	<u>Genre of text</u> information <u>Link to other subject</u> History – Stone Age and Beyond	<u>Genre of text</u> Letter <u>Link to other subject</u> English – writing History	<u>Genre of text</u> Lyrics/ poetry <u>Link to other subject</u> English – writing	Danny Chung Does Not Do Maths <u>Genre of text</u> Narrative <u>Link to other subject</u> English – class read	<u>Genre of text</u> Information <u>Link to other subject</u> PE
<u>Week 6</u> <u>Text/video/image focus</u> European trip <u>Genre of text</u> Diary - recount <u>Link to other subject</u> Geography – Europe	<u>Week 6</u> <u>Text/video/image focus</u> Text – Charlotte’s Web <u>Genre of text</u> Narrative <u>Link to other subject</u> English – Class read	<u>Week 6</u> <u>Text/video/image focus</u> Iceland visit <u>Genre of text</u> Letter <u>Link to other subject</u> English – writing Geography - Europe	<u>Week 6</u> <u>Text/video/image focus</u> Learning How to Play Tennis <u>Genre of text</u> Explanation <u>Link to other subject</u> PE		<u>Week 6</u> <u>Text/video/image focus</u> First News <u>Genre of text</u> Newspaper - recount <u>Link to other subject</u> English Writing
<u>Week 7</u> <u>Text/video/image focus</u> Exploring Buddhism, Hinduism, and Christianity <u>Genre of text</u> Explanation <u>Link to other subject</u> RE	<u>Week 7</u> <u>Text/video/image focus</u> How to catch a dragon <u>Genre of text</u> Instructions <u>Link to other subject</u> English – writing				<u>Week 7</u> <u>Text/video/image focus</u> Picture <u>Genre of text</u> Picture <u>Link to other subject</u> English Writing
					<u>Week 8</u> <u>Text/video/image focus</u> Picture <u>Genre of text</u> Picture <u>Link to other subject</u> English Writing