

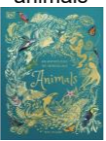


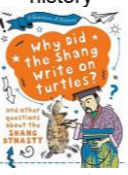

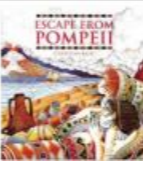




Year 4 English Curriculum

Requirement	Term	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2	
	Genre	Adventure story	Biography	Non fiction	Narrative	Narrative	Non fiction	Narrative	Historical story	Poetry	Narrative
	Source text/stimulus	Jullian adventures  3 weeks	Women who changed the world  3 weeks	Intriguing animals  3 weeks	Mog's Christmas Clamity  3weeks	King of the birds  3 weeks	A question of history  3 weeks	Arthur and the golden rope  4 weeks (¾ play took rest of time)	 4 weeks (residential)	Carry me away  3 weeks	Finn Family Moomin Troll  3 weeks
	Outcome	To write own quest story	To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements	To write an information text about 3 different animals organised in a specific way	To write the story of the Christmas calamity	To write their own King/Queen of the... story	To create a class Question of History book based on a current history study as a series of double page spreads.	To write a class book of new Julian stories in chapters with each child writing a chapter on the theme of brothers and sisters	To write a short narrative based on a natural disaster using foreshadowing to create tension.	To write poetry about animals	To create a Moomin adventure with the Hobgoblin's hat
	Purpose	Practicing creating a story in theme.	Create a non-fiction text using mixed media	Choosing interesting and challenging vocabulary to engross the reader	Practicing creating a story in theme.	To develop a character using expanded noun phrases.	Using pictures, headings and sub-heading to express factual information	Accurately use paragraphs in a story to group similar ideas together	To use apostrophes for possession, powerful verbs and adverbials.	Write a poem about a chosen animal using some of the poetical devices explored	To use varied conjunctions to extend sentences and ideas.
Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.			Headings and sub-headings to aid presentation	interest and intrigue the reader by giving detail in different sections of the text			Use a variety of layout and organisation devices to engage the reader and create humour	Show awareness of reader through choice of language, choice of plot and characters		To use a range of poetic devices for effect	
Write using a rich and varied vocabulary appropriate to purpose and form.								progressively building a varied and rich vocabulary and an increasing range of sentence structures		Similes, repetition, alliteration	
Write narratives with a clear plot, and describe settings and characters.									Clear defined plot		Use adverbs to build character Choose simple adjectives to modify nouns matching the style of the original story.

Make effective choices about using direct speech within narratives.		Involve dialogue to provide a problem and solution to move the story on			Direct speech	using and punctuating direct					
Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.			Introduction of paragraphs as a way to group related materials	Use of paragraphs to organise ideas around a theme	Use of paragraphs to organise ideas around a theme	Use paragraphs to organise ideas around a theme	paragraphs to organise ideas around a theme	Use paragraphs to show change of time, place etc			
Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.				Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition			choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition			Noun phrases expanded by the addition of modifying adjectives, position phrases nouns and prep	
Evaluate the effectiveness of writing and suggest improvements.	Throughout										
Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).		Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i>		Using conjunctions, adverbs (<i>then, next, soon, therefore</i>) and prepositions (<i>before, after, during, in because of</i>) to express time, place and caus	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i>		extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i> (Y3/4)				extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i> (Y3/4)
Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).			Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases			noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases				Noun phrases expanded by modifying adjectives, nouns and prepositional phrases (e.g. the strict maths teacher with curly hair)	noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).		Using the present perfect form of verbs instead of the simple past tense				using the present perfect form of verbs instead of the simple past tense					
Use Standard English verb inflections, instead of local dialect	throughout										

