



Becontree Primary School
English Curriculum Overview
Year 4

By the end of the year, children will know and be able to in writing	in reading
<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech- <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>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</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieving and record information from non-fiction - participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

		Autumn term		Spring term		Summer term	
		A	B	A	B	A	B
Writing	Writing	<p>Narrative Varjak Paw by SF Said</p> 	 <p>Poetry Werewolf Club Rules by Joseph Coelho</p>  <p>Narrative Journey to Jo'burg by Beverly Naidoo</p>	<p>Narrative The Whale by Ethan and Vita Morrow</p> 	 <p>Narrative The Mousehole Cat by Antonia Barber and Nicola Bayley</p>  <p>Non-Fiction-Explanation Text</p>	 <p>Non-fiction- persuasive writing Holiday brochure to Sicily</p>	 <p>Narrative The Boy at the Back of the Class By Onjali Q. Rauf</p>
		<p>Read Aloud</p>  <p>Varjak Paw by SF Said (A)</p> <p>Book Study</p>  <p>Krindlekrax by Philip Ridley</p>	<p>Read Aloud</p>  <p>Llama Out Loud by Annabelle Sami</p> <p>Book Study</p>  <p>Sam Wu is NOT Afraid of Ghosts by Katie Tsang and Kevin Tsang</p>	<p>Read Aloud</p>   <p>Agent Aisha- Mission Shark Bytes by Sophie Deen The Boy at the Back of the Class by Onjali Q. Rauf</p> <p>Book Study</p>  <p>Children who Changed the World by Marcia Williams</p>			

Areas of Teaching	Term 1A, Week 1	Term 1A, Week 2	Term 1A, Week 3	Term 1A, Week 4	Term 1A, Week 5	Term 1A, Week 6	Term 1A, Week 7
Core texts	Getting to know children	Narrative- Varjak Paw (Power of Reading unit)					
Objectives	All about me task. What do you want your new teacher to know about you. Aspirations for the year.	To use evidence from the front cover to create a prediction To write in character. To write a persuasive note	To write own free verse poem. To edit and improve poem What is a diary?	To write a diary entry To write in character To use emotive language to write as a character. To edit and improve diary entry	To explore and describe a setting To edit and improve writing To develop vocabulary	To learn how to create suspense and tension when writing. To write using suspense and tension features. To edit and improve writing.	To learn how to use dialogue. To use dialogue in writing to show conversation between characters. To develop vocabulary.
Reading based on Complete Comprehension and Literacy Shed Plus book studies	Roman Britain by Ruth Brocklehurst (Summarising)		The Time- Travelling Cat and the Roman Eagle by Julia Jarman (Retrieval)		Volcanoes in Action by Anita Ganeri (Retrieval)		
	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Krindlekrax by Philip Ridley Genre: Thriller						
Read Aloud programme	4 x 10-minute sessions a week Author focus: S.F Said Text: Varjak Paw						
Grammar Skills Builders planning	Toolkit Milestone 3 PACE (Sentence Ninja)	Compound Sentences (nor, yet, or, for) (Sentence Ninja)	Complex Sentences (although, while, unless, however) (Sentence Ninja)	Unit 2: Sentence Types Grammar	Unit 1: Sentence punctuation Grammar	Unit 3: Using commas Grammar	Unit 30: Paragraphs Grammar
Spelling/Phonics Spelling Shed Planning	Words that are homophones	Words with the prefix 'in-'	Words with the prefixes 'il-', 'im-' and 'ir-'	Words with the prefix 'sub-'	Words with the prefix 'inter-'	Challenge words	AFL: Revision of unit that the children found difficult
Handwriting based on the Nelson Handwriting Scheme	Nelsons (Bk 2 Unit 1) Practising consistency in size and proportion of rr, ll, tt and dd		Nelsons (Bk 2 Unit 2) Practising using a diagonal joining line: ship, ment, ness and less		Nelsons (Bk 2 Unit 3) Practising leaving an equal space between letters: ary, ery, cry and dry		

Areas of Teaching	Term 1B, Week 1	Term 1B, Week 2	Term 1B, Week 3	Term 1B, Week 4	Term 1B, Week 5	Term 1B, Week 6	Term 1B, Week 7
Core texts	Poetry – Werewolf Club Rules by Joseph Coelho			Narrative- Journey to Jo’burg			
Objectives	To create a group performance of a poem To write a poem about food imitating a rhyming structure To use drama to create a performance of the Gingerbread Man	To create own poems based on memorable moments in school To compare and contrast poems about teachers	To write a poem describing a memorable adult in school using free verse To write a poem about a special person in their life	To predict what may happen in a story from a title/front cover. can correctly punctuate dialogue	To empathise with a character	To understand the features of persuasive writing To write a persuasive letter regarding the ‘Apartheid’	To use our knowledge of the book/storyline to predict and write the ending of a story
Reading based on Complete Comprehension and Literacy Shed Plus book studies	Tsunamis on the Move by International Tsunami Information Center, Hawaii, USA (Word Meaning)		The Moomins and the Great Flood by Tove Jansson (Relationship)		The Little Daughter of the Snow by Arthur Ransome (Inference)		
	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Krindlekrax by Philip Ridley Genre: Thriller						
Read Aloud programme	4 x 10-minute sessions a week Author focus: S.F Said Text: Varjak Paw						
Grammar Skills Builders planning	Complex Sentences (although, while, unless, however) (Sentence Ninja)	Unit 21: Apostrophes for possession (singular) Spelling and vocabulary	Unit 22: Apostrophes for possession (plural) Spelling and vocabulary	Unit 26: Fronted Adverbials Grammar	Unit 24: Expanded noun phrases Grammar	Unit 16: Using prepositions Grammar	Unit 21: Standard English Grammar
Spelling/Phonics Spelling Shed Planning	Words ending in ‘-ation’	Words ending in ‘-ation’	Week 4- Spelling challenge (Autumn B)	Words ending ‘-ly’	Words ending ‘-lly’	Words where ‘ch’ makes a /sh/ sound	Challenge Words
Handwriting based on the Nelson Handwriting Scheme	Nelsons (Bk 2 Unit 4) Practising joining to the letter y: ly, ily, ity and ify		Nelsons (Bk 2 Unit 5) Practising using a horizontal joining line: row, now, how and bow		Nelsons (Bk 2 Unit 6) Practising the size and height of letters: ried, ries and rief		

Areas of Teaching	Term 2A, Week 1	Term 2A, Week 2	Term 2A, Week 3	Term 2A, Week 4	Term 2A, Week 5	Term 2A, Week 6
Core texts	Narrative: The Whale by Ethan and Vita Morrow					
Objectives	To gain knowledge and understanding of whales. To explore clues about a central character and story plot. To write effective sentences using various writing features.	To explore our senses/features in order to construct effective sentences (fronted adverbials, alliteration and similes). To experience/relive a storm using drama conventions.	To explore several senses/features in order to construct effective sentences.	To take part in a problem-solving challenge related to Lucy's adventure. To explore several senses/features in order to construct effective sentences.	To focus upon opening features to a brochure to engage a customer/reader. To being writing independent holiday brochure applying styles and features learnt.	To continue writing independent brochure. To use ABC to edit and better work.
Reading based on Complete Comprehension and Literacy Shed Plus book studies	Russian Doll by Rachel Rooney (Word meaning)		Tsunamis on the Move by International Tsunami Information Center, Hawaii, USA (Word Meaning)		For Forest by Grace Nicholls (Inference)	
	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Sam Wu is not Afraid of Ghosts by Katie and Kevin Tsang Genre: Humour					
Read Aloud programme	4 x 10-minute sessions a week Author focus: Text:					
Grammar Skills Builders planning	Procedural Variation Create and Connect (Sentence Ninja)	Procedural Variation Create and Connect (Sentence Ninja)	Unit 12: Using determiners Grammar	Unit 13: Using adverbs Grammar	Unit 14: Using adverbs (when, where and why) Grammar	Unit 4: Using apostrophes Grammar
Spelling/Phonics Spelling Shed Planning	Words ending in '-sion'	Words ending in '-ous'	Words ending in '-ous' where the ge from the root word remains	Words where 'i' makes an /ee/ sound	Words ending in '-ious' and 'eous'	Challenge Words
Handwriting based on the Nelson Handwriting Scheme	Nelsons (Bk 2 Unit 7) Practising joining to and from the letter i: lig, rig, nig and mig		Nelsons (Bk 2 Unit 8) Practising joining to and from the letter v: live, tive, sive and five		Nelsons (Bk 2 Unit 9) Practising consistency in forming and joining letters: ear, are, rew and new	

Areas of Teaching	Term 2B, Week 1	Term 2B, Week 2	Term 2B, Week 3	Term 2B, Week 4	Term 2B, Week 5	Term B week 6
Core texts	Narrative- The Mousehole Cat by Antonia Barber and Nicola Bayley (Power of Reading unit)			Explanation Text/Poetry- Water Cycle (year 3 RWI)		
Objectives	To create descriptive phrases for food To create descriptive phrases about a storm To write a recount in role as Mowzer	To create dialogue To compose a poem/song. To write a letter in role as a villager.	To retell the story from the perspective of Tom. To perform a news report.	To know the features of an explanation text To become familiar with the language features of explanation texts To plan an explanation text	To write an explanation text To discuss the word choices of a poem	To experiment with poetic devices To write a poem using a range of poetic devices
Reading based on Complete Comprehension and Literacy Shed Plus book studies	The Borrowers by Mary Norton (Retrieval)		Max and the Millions by Ross Montgomery (Prediction)		'My Secret War Diary by Flossie Albright' by Marcia Williams (Inference)	
	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Sam Wu is not Afraid of Ghosts by Katie and Kevin Tsang Genre: Humour					
Read Aloud programme	4 x 10-minute sessions a week Author focus: Text:					
Grammar Skills Builders planning	Procedural Variation Create and Connect (Sentence Ninja)	Unit 28: Direct speech Grammar	Unit 18: Adding prefixes Grammar	Unit 25: Using nouns and pronouns Grammar	Unit 7: Past & present tense Grammar	Unit 22: Irregular verb families Grammar
Spelling/Phonics Spelling Shed Planning	Words where 'au' makes an /or/ sound	Words ending in '-tion'	Words ending in '-sion'	Words ending in '-cian'	Challenge Words Week 4- Spelling challenge (Spring B)	Words that are adverbs of manner
Handwriting based on the Nelson Handwriting Scheme	Nelsons (Bk 2 Unit 10) Practising speedwriting: speedily, quickly, swiftly and briskly		Nelsons (Bk 2 Unit 11) Practising crossing the double tt on completing the word: itt, utt, att and ott		Nelsons (Bk 2 Unit 12) Practising joining to and from the letter e: rec, red ved and ves	

reas of Teaching	Term 3A, Week 1	Term 3A, Week 2	Term 3A, Week 3	Term 3A, Week 4	Term 3A, Week 5	Term 3A, Week 6
Core texts	Holiday Brochure to Sicily – Jane Considine					
Objectives	To explore holiday brochures and research facts on Sicily.	To plan a guided tour presentation on Sicily. To write effective sentences for a holiday brochure.	To sample sweet and savoury Italian foods and record tempting language for holiday brochure (foods).	To focus on effective sentence stacking for travel journey through the use of imperative verbs and adverbs.	To independently write a holiday brochure using key features and persuasive language.	
Reading based on Complete Comprehension/ Comprehension Ninja and Literacy Shed Plus book studies	The Amazing Story of Adolphus Tibbs by Michael Morpurgo (Inference)		The Secret World of Polly Flint by Helen Cresswell (Inference)		The Great Elephant Chase (Retrieval)	
	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Children Who Changed the world Genre: Non-Fiction					
Read Aloud programme	4 x 10-minute sessions a week Author focus: Sophie Deen Text: Agent Asha- Mission Shark Bytes					
Grammar Skills Builders planning	Procedural Variation Build and Vary (Sentence Ninja)	Unit 10: Word classes Grammar	Unit 19: Changing singular nouns to plural nouns Grammar	Unit 15: Using conjunctions Grammar	Unit 8: Verbs in the progressive form Grammar	Unit 9: Verbs in the present perfect form Grammar
Spelling/Phonics Spelling Shed Planning	Words that are homophones	Words spelled with 'c' before 'i' and 'e'	Words containing 'sol' and 'real'	Words containing 'phon' and 'sign'	Words with the prefixes 'super-', 'anti-' and 'auto'	Words with the prefix 'bi-'
Handwriting based on the Nelson Handwriting Scheme	Nelsons (Bk 2 Unit 12) Practising joining to and from the letter e: rec, red ved and ves	Nelsons (Bk 2 Unit 13) Practising joining to and from the letter w: owf, owb, owm and owd		Nelsons (Bk 2 Unit 14) Practising joining to and from the letter w: wan, was, wav and wax		Nelsons (Bk 2 Unit 15) Practising speed writing

Areas of Teaching	Term 3B, Week 1	Term 3B, Week 2	Term 3B, Week 3	Term 3B, Week 4	Term 3B, Week 5	Term 3B, Week 6
Core texts						
Objectives	To create a character sketch. To write an ebb and flow poem. To write a diary entry	To carry out research on refugees To create questions to ask a character	To role play a conversation and create a playscript To write a diary entry To ask and answer questions	To describe a refugee To take part in a debate To write a persuasive letter	To edit a persuasive letter To write a summary To perform in role as a newsreader	To complete a character profile To complete sentence starters
Reading based on Complete Comprehension / Comprehension Ninja and Literacy Shed Plus book studies	A Series of Unfortunate Events by Lemony Snickett (Word Choice)		Everything Castles by Crispin Boyer (Comparison)		Charlotte's Webb by E.B White (Word Meaning)	
	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Children Who Changed the world Genre: Non-Fiction					
Read Aloud programme	4 x 10-minute sessions a week Author focus: By Onjali Q. Raúf Text: The Boy at the Back of the Class					
Grammar Skills Builders planning	Procedural Variation Build and Vary (Sentence Ninja)	Unit 11: Using 'a' and 'an' Grammar	Unit 17: Subordinate clauses Grammar	Unit 23: Homophones Grammar	Unit 29: Plural and progressive Grammar	Unit 27: Direct Speech Grammar
Spelling/Phonics Spelling Shed Planning	Challenge Words	Words containing an apostrophe for possession	Challenge Words Week 4- Spelling challenge (Summer B)	Revision of spelling patterns learned in Stage 4	Revision of spelling patterns learned in Stage 4	Revision of spelling patterns learned in Stage 4
Handwriting based on the Nelson Handwriting Scheme	Nelsons (Bk 2 Unit 15) Practising speed writing	Nelsons (Bk 2 Unit 16) Practising printing		Nelsons (Bk 2 Unit 17) Practising speed writing		Nelsons (Bk 2 Unit 18) Practising joining to the letter t: its, lts, tts and uts