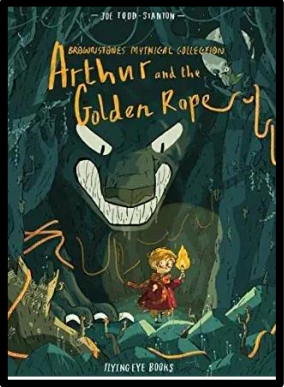
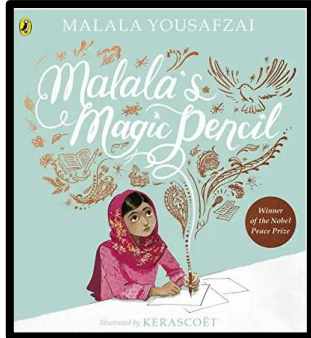


**Year 4 – English Curriculum**

**Autumn Term**

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Diary Entry	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Use expanded noun phrases to describe and add detail to setting and character</li> <li>- Past tense</li> <li>- First person using pronouns to avoid repetition and support cohesion</li> <li>- Paragraphs to organise and structure writing</li> <li>- Co-ordinating and Subordinating conjunctions including a variety of sentence structures.</li> <li>- Use of prepositions to express place and time</li> <li>- Maintain an informal style</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>- Apostrophes for omission (contracted words)</li> <li>- Commas after fronted adverbials.</li> <li>- Demarcate sentences with capital letters, full stops and exclamation marks for effect.</li> </ul>	<p><b>Arthur and the Golden Rope – 3 weeks</b></p> <ul style="list-style-type: none"> <li>- Skimming and Scanning</li> <li>- Using the first three letters of word to check the meaning in a dictionary</li> <li>- Using the first three letters of words to identify synonyms using a thesaurus</li> <li>- Predicting what might have happened based on details stated or implied</li> <li>- Retrieve and record information</li> <li>- Analysing the meaning of words in context.</li> </ul>

3



Speech Writing – Value of education

**Grammar:**

- Organise key themes around a paragraph
- How to use rhetorical language to convey a message
- Accurate use of repetition for effect.
- learn from the structure, vocabulary and grammar of similar writing
- Developing vocabulary designed to generate an emotive response from the reader.

**Punctuation:**

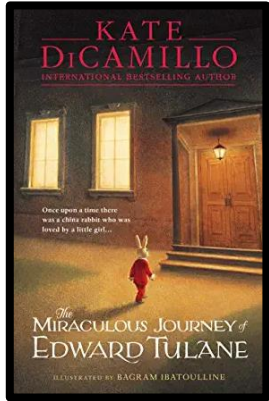
- Demarcate sentences with capital letters, full stops and exclamation marks for effect.
- indicating possession by using the possessive apostrophe with plural nouns

**Malala's Magic Pencil**

**(2 weeks' narrative, 1-week letter from Malala)**

- Skimming and Scanning
- Using the first three letters of word to check the meaning in a dictionary
- Using the first three letters of words to identify synonyms using a thesaurus
- Predicting what might have happened based on details stated or implied
- Retrieve and record information
- Analysing the meaning of words in context.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- summarising ideas from more than one paragraph

3



Adventure Narrative

**Grammar:**

- Use expanded noun phrases to describe and add detail to setting and character
- Prepositions to express place and time
- A range of conjunctions to join clauses together within a sentence (coordinating and subordinating)
- Edit writing to correct punctuation and spelling errors.
- Maintain standard English forms correctly.

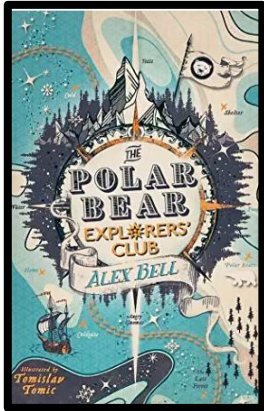
**Punctuation:**

- Apostrophes for omission (contracted words)
- Apostrophes for possession
- Commas after fronted adverbials.
- Demarcate sentences with capital letters, full stops and exclamation marks for effect.
- Begin to use inverted commas accurately to depict dialogue

**The Miraculous Journey of Edward Tulane**

- Skimming and Scanning
- Using the first three letters of word to check the meaning in a dictionary
- Using the first three letters of words to identify synonyms using a thesaurus
- Predicting what might have happened based on details stated or implied
- Retrieve and record information
- Analysing the meaning of words in context.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

3



Setting Description

Instructions: Biscuits

**Grammar:**

- Using nouns and pronouns to avoid repetition and support cohesion
- Fronted adverbials punctuated with a comma and followed by a reported clause
- Use expanded noun phrases to describe and add detail to setting and character
- A range of conjunctions to join clauses together within a sentence (coordinating and subordinating)
- Sub-headings to organise information into clear sections
- Adverbs to add information and describe action.

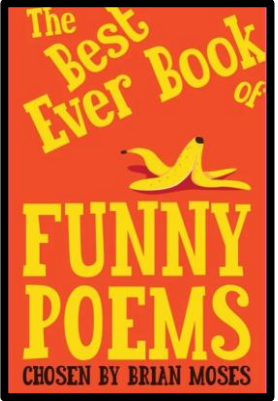
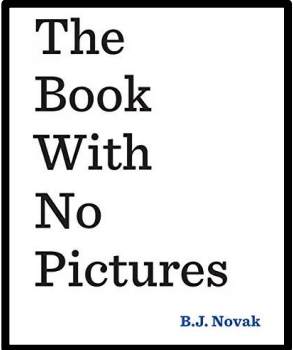
**Punctuation:**

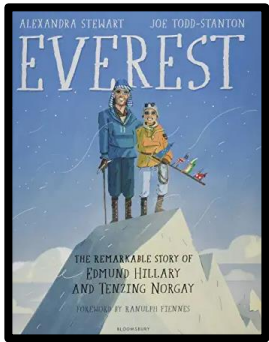
- Using commas accurately for fronted adverbials
- Apostrophes for omission (contracted words)
- Demarcate sentences with capital letters, full stops and exclamation marks for effect.
- Commas to separate items within a list.

**The Polar Bear Explorers' Club**

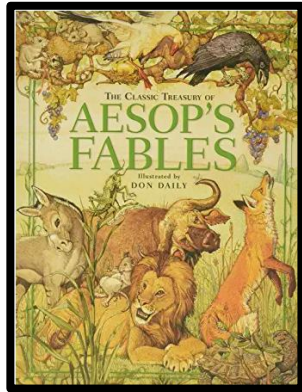
- Predicting what might have happened based on details stated or implied
- Retrieve and record information
- Analysing the meaning of words in context.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- summarising ideas from more than one paragraph

**Spring Term:**

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Funny Poems about School	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Using nouns and pronouns to avoid repetition and support cohesion</li> <li>- Adverbs to add information or describe action</li> <li>- To incorporate rhyme, pattern and sound</li> <li>- Depict mood and feeling through carefully chosen vocabulary</li> <li>- Use of repetition and word play for effect.</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>- Commas to separate items within a list</li> <li>- Apostrophes for omission (contracted words)</li> </ul>	<p><b>The Best Ever Book of Funny Poems</b></p> <ul style="list-style-type: none"> <li>- Skimming and Scanning</li> <li>- Using the first three letters of word to check the meaning in a dictionary</li> <li>- Using the first three letters of words to identify synonyms using a thesaurus</li> <li>- Retrieve and record information</li> <li>- Analysing the meaning of words in context.</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- summarising ideas from more than one paragraph</li> </ul>
3		Book Review	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- A range of conjunctions to join clauses together within a sentence (coordinating and subordinating)</li> <li>- Sub-headings to organise information into clear sections</li> <li>- Use present tense verb forms accurately.</li> <li>- Adverbs to add information</li> <li>- Edit writing to correct punctuation and spelling errors</li> </ul>	<p><b>The Book with No Pictures (1 Week)</b>  <b>The Highway Falcon Thief (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- Predicting what might have happened based on details stated or implied</li> <li>- Retrieve and record information</li> <li>- Analysing the meaning of words in context.</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>

			<ul style="list-style-type: none"> <li>- Edit writing to add and up-level features</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>- Demarcate sentences with capital letters, full stops, question marks and exclamation marks for effect.</li> <li>- Commas to separate items within a list.</li> <li>- Apostrophes for omission (contracted words)</li> </ul>	<ul style="list-style-type: none"> <li>- summarising ideas from more than one paragraph</li> <li>- Identifying how language, structure and presentation contribute to meaning.</li> </ul>
3		Non Chronological Report : Everest	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- To use paragraphs and sections with appropriate headings to organise ideas.</li> <li>- Edit writing to correct punctuation and spelling errors</li> <li>- Edit writing to add and up-level features</li> <li>- Maintaining a formal tone.</li> <li>- Use present tense verb forms accurately.</li> <li>- Factual and Technical language to provide information and detail.</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>- Apostrophes to indicate plural possession</li> <li>- Commas to separate items within a list.</li> </ul>	<p><b>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</b></p> <ul style="list-style-type: none"> <li>- Skimming and Scanning</li> <li>- Predicting what might have happened based on details stated or implied</li> <li>- Retrieve and record information from non-fiction texts.</li> <li>- Analysing the meaning of words in context.</li> <li>- summarising ideas from more than one paragraph</li> <li>- analysing how language and structure can contribute to meaning.</li> </ul>

3



Fable Writing – Moral of  
'How can we work as a  
team?'

**Grammar:**

- Effective use of dialogue to move a story forward.
- Adverbs to describe the actions of characters
- Combining expanded noun phrases, adverbials and prepositional phrases to develop description of setting and character.
- Fronted adverbials to sequence events.
- Personification to give characters' human characteristics.
- Using a wide range of conjunctions to link clauses within sentences (coordinating and subordinating)
- Edit writing to correct punctuation and spelling errors
- Edit writing to add and up-level features

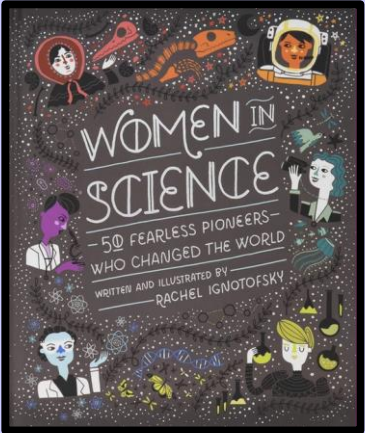
**Punctuation:**

- Using inverted commas to accurately punctuated dialogue
- Fronted adverbials punctuated using a comma.
- Apostrophes for omission in contracted words

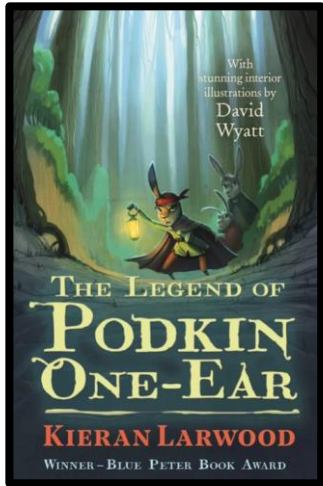
**Aesop's Fables**

- Predicting what might have happened based on details stated or implied
- Retrieve and record information
- Analysing the meaning of words in context.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- summarising ideas from more than one paragraph

**Summer Term:**

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Biographies – Marie Curie	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- To use paragraphs and sections with appropriate headings to organise ideas.</li> <li>- Introductory paragraph summarising the events from a person's life.</li> <li>- Edit writing to correct punctuation and spelling errors</li> <li>- Edit writing to add and up-level features</li> <li>- Use a range of personal pronouns to avoid repetition</li> <li>- Adverbials to sequence events.</li> <li>- Maintain third person and formal tone.</li> <li>- Use of a range of conjunctions to join clauses within a sentence.</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>- Use commas after fronted adverbials with a reported clause</li> <li>- Commas to separate items within a list</li> <li>- Apostrophes to indicate possession.</li> </ul>	<p><b>Women in Science</b></p> <ul style="list-style-type: none"> <li>- Skimming and Scanning</li> <li>- Predicting what might have happened based on details stated or implied</li> <li>- Retrieve and record information from non-fiction texts.</li> <li>- Analysing the meaning of words in context.</li> <li>- summarising ideas from more than one paragraph</li> <li>- analysing how language and structure can contribute to meaning.</li> </ul>

3



Letter – Back Home

**Grammar:**

- Use expanded noun phrases to describe and add detail to setting and character
- Past tense
- First person using pronouns to avoid repetition and support cohesion
- Paragraphs to organise and structure writing
- Co-ordinating and Subordinating conjunctions including a variety of sentence structures.
- Use of prepositions to express place and time
- Maintain an informal style

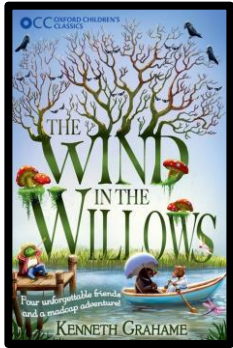
**Punctuation:**

- Apostrophes for omission (contracted words)
- Commas after fronted adverbials with a reported clause.
- Apostrophes to indicate plural possession
- Commas to separate items within a list.

**The Legend of Podkin One Ear**

- Predicting what might have happened based on details stated or implied
- Retrieve and record information
- Analysing the meaning of words in context.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- summarising ideas from more than one paragraph

3



Narrative – Alternative Ending

**Grammar:**

- Effective use of dialogue to move a story forward.
- Adverbs to describe the actions of characters
- Combining expanded noun phrases, adverbials and prepositional phrases to develop description of setting and character.
- Fronted adverbials to sequence events.
- Personification to give characters' human characteristics.
- Using a wide range of conjunctions to link clauses within sentences (coordinating and subordinating)
- Edit writing to correct punctuation and spelling errors
- Edit writing to add and up-level features

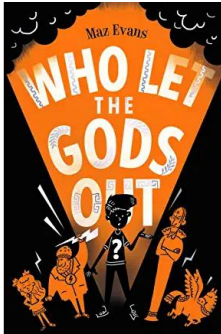
**Punctuation:**

- Using inverted commas to accurately punctuated dialogue
- Fronted adverbials punctuated using a comma.
- Apostrophes for omission in contracted words

**The Wind in the Willows**

- Predicting what might have happened based on details stated or implied
- Retrieve and record information
- Analysing the meaning of words in context.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- summarising ideas from more than one paragraph

3



Advert - Job in the Zodiac Council

**Grammar:**

- Use of exaggeration to emphasise the positive points
- Maintain third person and formal tone.
- Short introduction which directly addresses the reader.
- Use a range of persuasive language to entice the reader
- Factual and Technical language to provide information and detail.
- Expanded noun phrases to describe key information.
- Edit writing to correct punctuation and spelling errors
- Edit writing to add and up-level features
- To use paragraphs and sections with appropriate headings to organise ideas in creative ways.

**Punctuation:**

- Accurate use of question marks to indicate rhetorical questions.
- Apostrophes to indicate plural possession
- Commas to separate items within a list.

**Who Let the Gods Out**

- Predicting what might have happened based on details stated or implied
- Retrieve and record information
- Analysing the meaning of words in context.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- summarising ideas from more than one paragraph

