

Gresham Primary School  
English Curriculum Map  
Year Four

	<b>Text and Literary form</b>	<b>Spoken Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Spellings</b>
<b>Autumn 1</b>	Krindlekrax <i>(Fiction-humorous novel)</i>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge;</p> <p>Articulate and justify answers, arguments and opinions;</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>Participate in discussions, performances, role play, improvisations and debate about what has been read.</p>	<p><b>Comprehension:</b></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>Reading books that are structured in different ways and reading for a range of purposes;</p> <p>Increasing their familiarity with a wide range of books and retelling some of these orally;</p> <p>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;</p> <p>Discussing words and phrases that capture the reader's interest and imagination;</p>	<p><b>Outcomes:</b></p> <p>Writing in role: letter writing thought bubbles diary entry letter to an agony aunt Magazine interview Non-chronological report</p> <p><b>Composition:</b></p> <p><b>Plan their writing by:</b></p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p><b>Draft and write by:</b></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>organising paragraphs around a theme.</p> <p><b>Evaluate and edit by:</b></p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements;</p> <p>proof-read for spelling and punctuation errors;</p> <p>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>	<ul style="list-style-type: none"> <li>▪ using the present perfect form of verbs in contrast to the past tense;</li> </ul>	<p>Secure use of Y1 &amp; Y2 punctuation: Capital letters, full stops, question marks, exclamation marks, commas for lists &amp; apostrophes for contraction and singular possession.</p>	<p><i>Revision of work from Years 1 &amp; 2 (Pay special attention to the rules for adding suffixes.</i></p> <p>Begin Learning the spellings from the Year 3 &amp; 4 word list;</p> <p>Changing the y to an i: (<i>happily, angrily</i>);</p> <p>Changing le from root word to ly: (<i>gently, simply, humbly, nobly</i>)</p> <p>If root word ends in ic adding 'ally': (<i>basically, frantically, dramatically</i>);</p>

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			<p>Asking questions to improve their understanding of a text;</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Predicting what might happen from details stated and implied;</p> <p>Identifying how language, structure, and presentation contribute to meaning;</p> <p>Participate 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.</p>	<p><b>Handwriting:</b></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;</p> <p>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>			
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<b>Autumn 2</b>	<p>One Plastic Bag <i>(Non-Fiction)</i></p>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge;</p> <p>Use relevant strategies to build their vocabulary;</p> <p>Articulate and justify answers, arguments;</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;</p>	<p><b>Comprehension:</b></p> <p>Reading books that are structured in different ways and reading for a range of purposes;</p> <p>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;</p> <p>Making comparisons within and across books;</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;</p> <p>Asking questions to improve their understanding of a text;</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and</p>	<p><b>Writing Outcomes:</b></p> <p>Notes Presentation Leaflet Booklet Poster TED talk script Poem Clothes label Instruction Manual Advertising Campaign featuring: Tweets Radio jingle Television advert script Online pop up banner Non-fiction book</p> <p><b>Composition:</b></p> <p><b>Plan their writing by:</b></p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p><b>Draft and write by:</b></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>organising paragraphs around a theme.</p> <p><b>Evaluate and edit by:</b></p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements;</p> <p>proof-read for spelling and punctuation errors;</p>	<ul style="list-style-type: none"> <li>▪ using <b>conjunctions:</b> when, before after, while, because etc; <b>adverbs</b> including: then, next, soon, so etc; <b>prepositions:</b> before, after, during, in, because of etc to express time and cause.</li> </ul> <ul style="list-style-type: none"> <li>▪ using and punctuating direct speech.</li> </ul>	<p>Learning the spellings from the Year 3 &amp; 4 word list;</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable: <i>(forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation);</i></p> <p>The suffix –ation: <i>(information, adoration, sensation, preparation, admiration);</i></p> <p>The suffix –ly: <i>(sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly);</i></p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian:</p> <p><i>(invention, injection, action, hesitation, completion);</i> <i>(expression, discussion, confession, permission, admission);</i></p>
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			<p>justifying inferences with evidence;</p> <p>Predicting what might happen from details stated and implied;</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these;</p> <p>Identifying how language, structure, and presentation contribute to meaning;</p> <p>Participate 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.</p>	<p>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> <p><b>Handwriting:</b></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;</p> <p>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>(<i>expansion, extension, comprehension, tension</i>);</p> <p>(<i>musician, electrician, magician, politician, mathematician</i>);</p>
Spring 1	Varjak Paw ( <i>Fiction-illustrated novel</i> )	Listen and respond appropriately to adults and their peers;	<p><b>Comprehension:</b></p> <p>Develop positive attitudes to reading and understanding of what they read by:</p>	<p><b>Writing Outcomes:</b></p> <p>Recount (diary entries) Poem Newspaper report Narrative (written from another point of view)</p>	<ul style="list-style-type: none"> <li>▪ using fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>▪ using commas after fronted adverbials;</li> </ul>	<p>Learning the spellings from the Year 3 &amp; 4 word list;</p> <p>More prefixes:</p>

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	<p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>Articulate and justify answers, arguments and opinions;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>Increasing their familiarity with a wide range of books and retelling some of these orally;</p> <p>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;</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Asking questions to improve their understanding of a text;</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p>	<p><b>Composition:</b></p> <p><b>Plan their writing by:</b></p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p><b>Draft and write by:</b></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>organising paragraphs around a theme.</p> <p><b>Evaluate and edit by:</b></p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements;</p> <p>proof-read for spelling and punctuation errors;</p> <p>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> <p><b>Handwriting:</b></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;</p> <p>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><b>dis-</b>: disappoint, disagree, disobey;</p> <p><b>mis-</b> misbehave, mislead, misspell (<i>mis</i> + <i>spell</i>);</p> <p><b>in-</b>: inactive, incorrect;</p> <p><b>il</b> -illegal, illegible;</p> <p><b>im-</b> immature, immortal, impossible, impatient, imperfect ;</p> <p><b>ir-</b> irregular, irrelevant, irresponsible;</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate;</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (<i>inter</i> + <i>related</i>);</p> <p><b>super-</b>: supermarket, superman, superstar;</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial;</p> <p><b>auto-</b>: autobiography, autograph;</p>
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			Identifying how language, structure, and presentation contribute to meaning;				
Spring 2	<p>The Boy at the Back of the Class <i>(Fiction)</i></p> <p>Poem: The Blood Swept Land of Seas of Red</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge;</p> <p>Articulate and justify answers, arguments and opinions;</p> <p>Use spoken language to develop</p>	<p><b>Comprehension:</b></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>Increasing their familiarity with a wide range of books (including poetry) and retelling some of these orally;</p> <p>Identifying themes and conventions in a wide range of books, preparing poems and play scripts to read</p>	<p><b>Writing Outcomes:</b></p> <p>Postcard Scripted News Report Critique Poster Picture Book and Non-fiction book School Policy Labels for Art Installation Discussion Notes Free Verse Poetry Scripted Infomercial Persuasive Poster Pamphlet PowerPoint Fact Cards Research Notes</p> <p><b>Composition:</b></p> <p><b>Plan their writing by:</b></p>	<ul style="list-style-type: none"> <li>▪ extending the range of sentences with more than one clause by using a wider range of <b>conjunctions</b> including: when, if, because, although;</li> </ul>	<ul style="list-style-type: none"> <li>▪ indicating possession by using the possessive apostrophe with plural nouns;</li> </ul>	<p>Learning the spellings from the Year 3 &amp; 4 word list;</p> <p>Possessive apostrophe with plural words: <i>(girls', boys', babies', children's, men's, mice's);</i></p> <p>Words with endings sounding like /zə/ or /tʃə/: <i>(measure, treasure, pleasure, enclosure);</i> <i>(creature, furniture, picture, nature, adventure);</i></p>

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		<p>understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others;</p> <p>Select and use appropriate registers for effective communication.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>aloud and to perform, showing understanding through intonation, tone, volume and action;</p> <p>Discussing words and phrases that capture the reader's interest and imagination;</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry];</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Asking questions to improve their understanding of a text;</p> <p>Predicting what might happen from details stated and implied;</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p><b>Draft and write by:</b></p> <p>composing and rehearsing sentences orally, progressively building a varied and rich vocabulary.</p> <p><b>Handwriting:</b></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 un-joined;</p> <p>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>Endings which sound like /ʒən/: (<i>division, invasion, confusion, decision, collision, television</i>);</p> <p>The suffix -ous: (<i>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</i>);</p>
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Summer 1	The Boy at the Back of the Class <i>(Fiction)</i>	As above	<p><b>Comprehension:</b></p> <p>As above.</p>	<p><b>Writing outcomes:</b></p> <p>Postcard Scripted News Report Critique Poster Picture Book and Non-fiction book School Policy Labels for Art Installation Discussion Notes Free Verse Poetry Scripted Infomercial Persuasive Poster Pamphlet PowerPoint Fact Cards Research Notes</p> <p><b>Composition:</b></p> <p><b>Plan their writing by:</b></p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p><b>Draft and write by:</b></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>organising paragraphs around a theme.</p> <p><b>Evaluate and edit by:</b></p>	<ul style="list-style-type: none"> <li>▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition;</li> </ul>	<p>Learning the spellings from the Year 3 &amp; 4 word list;</p> <p>Homophones and near-homophones: <i>(accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's).</i></p>
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				<p>assessing the effectiveness of their own and others' writing and suggesting improvements;</p> <p>proof-read for spelling and punctuation errors;</p> <p>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> <p><b>Handwriting:</b></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 un-joined;</p> <p>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>			
Summer 2	The Miraculous Journey of Edward Tulane. <i>(Historical fiction)</i>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Use relevant strategies to build their vocabulary;</p>	<p><b>Comprehension:</b></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>Identifying themes and conventions in a wide range of books, preparing poems and play scripts to read aloud and to perform, showing</p>	<p><b>Writing outcomes:</b></p> <p>Poetry Story maps Instructions Writing in role Character descriptions Narrative descriptions Diary entry Autobiography</p> <p><b>Composition:</b></p> <p><b>Plan their writing by:</b></p>	Recap all objectives		<p>Learning the spellings from the Year 3 &amp; 4 word list;</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words: <i>(myth, gym, Egypt, pyramid, mystery);</i></p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey:</p>

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		<p>Articulate and justify answers, arguments and opinions;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>Speak audibly and fluently with an increasing command of Standard English;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>understanding through intonation, tone, volume and action;</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Using dictionaries to check the meaning of words that they have read;</p> <p>Discussing words and phrases that capture the reader's interest and imagination;</p> <p>Asking questions to improve their understanding of a text;</p> <p>Participate 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.</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p><b>Draft and write by:</b></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>organising paragraphs around a theme.</p> <p><b>Evaluate and edit by:</b></p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements;</p> <p>proof-read for spelling and punctuation errors;</p> <p>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> <p><b>Handwriting:</b></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;</p> <p>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>(<i>vein, weigh, eight, neighbour, they, obey</i>);</p> <p>The /n/ sound spelt ou: (<i>young, touch, double, trouble, country</i>);</p> <p>Words with the /k/ sound spelt ch (Greek in origin): (<i>scheme, chorus, chemist, echo, character</i>);</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin): (<i>chef, chalet, machine, brochure</i>);</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin): (<i>league, tongue, antique, unique</i>);</p> <p>Words with the /s/ sound spelt sc (Latin in origin): (<i>science, scene, discipline, fascinate, crescent</i>);</p>

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VIPERS Texts:

Many of the text above are on Literacy Shed + and can be used  
in reading as well as writing sessions

Class Readers: