

Gresham Primary School
English Curriculum Map
Year Four

	Text and Literary form	Spoken Language	Reading	Writing	Grammar	Punctuation	Spellings
Autumn 1	<p>Krindlekrax <i>(Fiction-humorous novel)(Relatable – good introduction to the year/school)</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>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>Comprehension: 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>Asking questions to improve their</p>	<p>Outcomes: Writing in role: letter writing thought bubbles diary entry letter to an agony aunt Magazine interview Non-chronological report</p> <p>Composition:</p> <p>Plan their writing by:</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>Draft and write by:</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>Evaluate and edit by:</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>Handwriting:</p>	<p>Singular and Plural nouns</p> <p>Pronouns</p> <p>Standard English</p> <p>Compound words</p> <p>Adverbs to express time and cause</p>	<p>Basic punctuation recap from Year 3 (Full stops, Capital letters, Speech punctuation etc.)</p>	<p>Words with /aw/ spelt with augh and au</p> <p>Adding the prefix in- (meaning ‘not’ or ‘into’)</p> <p>Adding the prefix im- (before a root word starting with ‘m’ or ‘p’)</p> <p>Adding the prefix il- (before a root word starting with ‘l’) and the prefix ir- (before a root word starting with ‘r’)</p> <p>Homophones & near homophones</p> <p>Words with /shun/ endings spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d</p>

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			<p>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>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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Autumn 2	<p>The Boy at the Back of the Class (Fiction) (Links to somewhere to settle, and all around the world topic)(Good PSHE links)</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 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</p>	<p>Comprehension: 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 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</p>	<p>Writing Outcomes: 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>Composition: Plan their writing by: 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> <p>Draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary.</p> <p>Handwriting: 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>Possessive Pronouns</p> <p>Fronted adverbials</p> <p>Prepositions to express time and cause</p> <p>Plural and possessing '-s'</p>	<p>Commas for fronted adverbials</p> <p>Apostrophe for possession</p> <p>Commas</p>	<p>Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p> <p>Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>Words with 'ough' to make a long /o/, /oo/ or /or/ sound</p> <p>Statutory Spellings</p>
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		<p>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>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>				
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Spring 1	<p>Hot Like Fire <i>(Poetry) (Some links to topics through poems e.g. food, diversity etc.)</i></p>	<p>Participate actively performance, discussion and debate;</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance;</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Comprehension: Read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Writing Outcomes: Poems inspired by the collection Descriptive paragraphs Constructing debating arguments Note taking</p> <p>Composition:</p> <p>Plan their writing by: Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Draft and write by: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Evaluate and edit by: Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Handwriting: 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;</p>	<p>Adjectives</p> <p>Expanded noun phrases</p> <p>Editing and evaluating</p>	<p>Fronted adverbial commas</p>	<p>Homophones & Near</p> <p>Nouns ending in the suffix -ation</p> <p>Nouns ending in the suffix -ation</p> <p>Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</p> <p>Plural Possessive Apostrophes with plural words</p>
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				that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].			
Spring 2	The Miraculous Journey of Edward Tulane. (Historical fiction)	<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>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</p>	<p>Comprehension:</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 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>Writing outcomes:</p> <p>Poetry Story maps Instructions Writing in role Character descriptions Narrative descriptions Diary entry Autobiography</p> <p>Composition:</p> <p>Plan their writing by:</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>Draft and write by:</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>Determiners</p> <p>Word families</p> <p>Prepositional phrases</p> <p>Verb tenses – present</p>	Inverted commas for speech	<p>Words with the /s/ sound spelt with 'sc'</p> <p>Words with a 'soft c' spelt with 'ce'</p> <p>Words with a 'soft c' spelt with 'ci'</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Word families based on common words, showing how words are related</p>

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		<p>increasing command of Standard English;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</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>organising paragraphs around a theme.</p> <p>Evaluate and edit by:</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>Handwriting:</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>in form and meaning</p> <p>Statutory Spellings</p>
<p>Summer 1</p>	<p>Rhythm of the rain (Fiction with non fiction links)(Links to water cycle and water topic)</p>	<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>Articulate and justify answers, arguments and opinions;</p>	<p>Comprehension:</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 understanding through</p>	<p>Writing Outcomes:</p> <p>Visual Organisers Personal Narrative Poetry Writing in Role Referential Writing Persuasive Speech Poetry Biography Explanatory (Informal) Explanatory (Formal) Narrative</p> <p>Composition: Planning:</p>	<p>Determiners</p> <p>Word Families</p> <p>Prepositional phrases</p> <p>Verb tenses – present</p>	<p>Inverted Commas for speech</p>	<p>Adding the prefix inter- (meaning between or among)</p> <p>Adding the prefix anti- (meaning against)</p> <p>Adding the prefix auto- (meaning self or own)</p> <p>Adding the prefix ex- (meaning out)</p>

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		<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>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; 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>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures; crafting and shaping language with the reader in mind</p> <p>Writing: Communicate learning around a key topic to a wider audience</p> <p>Consider how an author's writing communicates their thoughts and ideas about the world and topics of interest</p> <p>Edit: Assess the effectiveness of their own and others' writing and suggest improvements</p>			<p>Adding the prefix non- (meaning not)</p> <p>Words ending in -ar /-er</p>
Summer 2	Women in Science (<i>Non-fiction</i>) (link to Scientists and inventors topic)	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p>	<p>Comprehension:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p>	<p>Writing outcomes:</p> <p>(First year doing this book and not a teaching sequence so MG will plan out)</p> <p>Composition:</p> <p>Plan their writing by:</p>	Verb inflections	Possessive apostrophe	<p>Adding the suffix -ous (No change to root word)</p> <p>Adding the suffix -ous (No definitive root word)</p>

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		<p>Use relevant strategies to build their vocabulary;</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>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>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>Drawing inferences such as inferring about their life, personalities etc. using the information</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>Draft and write by:</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>Evaluate and edit by:</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>Handwriting:</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>Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')</p> <p>Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')</p> <p>Adverbials of frequency and possibility</p> <p>Adverbials of manner</p>
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