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|  | **Year 4 English Curriculum Map** | | |
| Term | **Autumn** | **Spring** | **Summer** |
| Texts Used | **Millions by rank Cotrell Boyce**  **Christophe’s story** | **Frank Einstein and the antimatter Motor**  **Mr Gum** | **Charlotte's Webb** |
| Genre Coverage | **Narrative – Setting Description**  **Narrative – Journey Story**  **Narrative – Rags to Riches Tale**  **Inform – Brochure/Leaflet**  **Inform – Newspaper Report**  **Persuade – Letter** | **Narrative – Mystery Story**  **Narrative – Conquering the Monster**  **Inform – Biography/Autobiography**  **Inform – Explanation Text**  **Persuade - Letter**  **Poetry – Free Verse/Rhymed** | **Narrative – Character Flaw Tale**  **Narrative – Warning Tale**  **Poetry – Narrative**  **Persuade – Brochure/Leaflet**  **Inform - Newspaper** |
| Suggested Write Stuff Unit Plans | **Feast (Disney) – Narrative**  **Journey by Aaron Becker – Journey Narrative**  **Secrets of a Sun King by Emma Carroll – Diary**  **Digestion (Based on Gut Garden) – Explanation**  **The Creature – Newspaper**  **Inviting an Author – Persuasive Letter** | **The Whale – Mystery**  **Journal of Illiona a Young Slave – Diary (non fiction)**  **Nikola Tesla – Biography**  **Still I Rise – Poetry**  **Should we feed animals at National Parks? - Balanced Argument** | **Aladdin and the Enchanted Lamp – Traditional Tale & Character Flaw**  **The Plague – Playscript**  **An Alternative to Plastic Straws – Persuasive advert**  **Ban on Social Media for Under 13 year olds – article** |
| Cross Curricular Writing Opportunities | **Diary - History**  **Postcard - Geography** | **Non-Chronological Report - History**  **Letter - PSHE** | **Instructions - Science**  **Biography - History** |
| Speaking and Listening Skills and Knowledge | Use a wide range of phrases to add detail and clarity  Use vocabulary that is appropriate to the topic at hand |  | Vary between formal and informal language depending on the situation |
| Reading Skills and Knowledge  (VIPERS) | Develop reading preferences and show interest in new authors and genres.  Recommend books to others based on their own preferences, giving reasons for their choices.  Locate words in a dictionary and use background knowledge to help decode the meaning of unfamiliar words.  Retrieve and record information from texts.  Identify main ideas drawn from more than one paragraph and summarising these.  Draw inferences about characters feelings, thoughts and motives. | Sequence events from what has been read and summarise key events  Locate words in a dictionary and use background knowledge to help decode the meaning of unfamiliar words.  Predict what might happen from details stated and implied.  Identifying how language, structure and presentation contribute to the meaning of a text.  Ask questions to enhance their understanding of the text. | Appreciate nuances and subtleties in text e.g. repeated language choices by authors.  Read thoughtfully and appreciate shades of meaning.  Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Know how words that are chosen by the author convey a meaning to the reader  Make comparisons within and across different texts. |

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| Writing Skills and Knowledge  (ARE & GDS from writing ladders) | Use carefully chosen adjectives in expanded noun phrases when describing complex objects, settings and characters.  Use prepositional phrases alongside conjunctions and adverbials, demarcating these with commas where appropriate.  Begin to set an appropriate mood and tone for their pieces.  Securely organise paragraphs, which are connected coherently with a varying choice of vocabulary and structures suitable to the purpose, audience and genre.  Use Standard English forms for verb inflections e.g. we were instead of we was.  Know when to use the possessive apostrophe for regular and irregular plurals.  Use puns in headings and captions. | Begin to develop a personal voice, showing marked influences of texts they have read.  Vary sentence length and structure for effect and use transitional phrases to successfully ensure fluency.  Write sentences containing more than one clause by using a wider range of conjunctions to express time, place and cause e.g. when, because, although.  Use adverbials of time, place and manner. Place a comma when using an adverbial at the beginning of a sentence.  Use Standard English forms for verb inflections e.g. we were instead of we was.  Use repetition for a range of effects.  Use metaphors by strengthening the meaning of a known simile. | Use written language in more deliberate ways to make meanings more explicit.  Use prepositional phrases alongside conjunctions and adverbials, demarcating these with commas where appropriate.  Confidently organise paragraphs around time, place, ideas and themes.  Write sentences containing more than one clause by using a wider range of conjunctions to express time, place and cause e.g. when, because, although.  Use carefully chosen adjectives in expanded noun phrases when describing complex objects.  Use adverbials of time, place and manner. Place a comma when using an adverbial at the beginning of a sentence. |