



Year 4 English Overview 2019-2020 – Copley Junior School

| National Curriculum Requirements for Writing - End of Lower KS2: Narrative; Myths and Legends; Wide Range of Fiction; Poetry - Free Verse and Narrative; Play Scripts; Non-Fiction | | | | | |
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| | Imaginative Learning Project 1 | Imaginative Learning Project 2 | Imaginative Learning Project 3 | Imaginative Learning Project 4 | Imaginative Learning Project 5 |
| | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2/Summer 1 | Summer 2 |
| Year 4 Project Titles | Traders and Raiders | Road Trip USA | I am Warrior | Potions | Misty Mountain Sierra |
| Focus for Writing - linked to Cornerstones Imaginative Learning Projects | Descriptive Writing; Character Description Descriptive Writing; knights fighting Myths and Legends - 'Beowulf' (suspense/description) | Narratives | Diary Entry - Boudicca Commentary - gladiator fight Non Chronological Reports - Gladiators | Character Descriptions Narratives - Descriptive Story Poetry Persuasive Writing - Posters; Advertisements | Explanations - Water Cycle; How Mountains are Formed Newspaper Reports |
| Class Text | 'How to Train Your Dragon' - C. Cowell 'Beowulf' | 'The Indian in the Cupboard' - Lynne Reid Banks | Range of non-fiction texts | Harry Potter texts 'The Magic Box' - K. Wright | 'King of the Cloud Forests' - M. Morpurgo |



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| Reading/Comprehension Focus | <p>Focus on character description - 'How to Train Your Dragon' by C. Cowell</p> <p>Myths and Legends - 'Beowulf'</p> | <p>Myths and Legends</p> <p>Stories from other Cultures</p> | <p>Diaries</p> <p>Listen to and discuss commentaries - use of intonation and expression</p> <p>Non-Chronological Reports</p> | <p>Character Descriptions</p> <p>Identifying descriptive/figurative language features</p> <p>Poetry</p> <p>Persuasive Writing</p> | <p>Explanation Texts</p> |
| Spoken Language Focus | <p>Talk about highlights from the visit</p> <p>Look at images of warriors/soldiers and discuss</p> <p>Drama opportunities e.g. silent slow motion role play and brainstorm descriptive language to describe the fight</p> <p>Role play opportunities during the visit</p> | <p>Oral story telling - gain, maintain and monitor the interest of the listeners, whilst speaking audibly and fluently with an increasing command of standard English</p> | <p>Look at images/video footage of gladiator fights and discuss images and scenes</p> <p>Take on the role of a commentator</p> <p>Drama opportunities - silent slow motion fighting in pairs; brainstorm descriptive language</p> <p>Role playing opportunities during the visit from a Roman centurion</p> | <p>Poetry - reading aloud; using intonation; rhythm and tone</p> <p>Articulate and justify arguments and opinions when persuading parents to buy products from their stall</p> <p>Persuade children in their company to choose their logo/ticket design - sensitivity to ideas and points of view</p> | <p>Prepare a presentation on a specific mountain range - gain, maintain and monitor the interest of the listeners, whilst speaking audibly and fluently with an increasing command of standard English</p> <p>Present to Year 3</p> |