L/T Overview: English: Y4 Swans 2019/20

	Autumn 1 and 2 Author Study	Spring 1 and 2 School Performance		Summer 1 and 2 Testing
Topic	Metal Age Antics	Mighty Mayans / South America		Earth Matters
Writing Units	**Writing to Entertain:** **Narrative** Roald Dahl **Poetry** Creating Images – John Drinkwater **Writing to Inform:** Author Factfile Create setting description **Writing to Persuade:** Diary entry Book Review	**Writing to Entertain:** **Narrative** Historical fiction. Setting and character. **Poetry** Performance – Historical. William Blake **Plays** **Writing to Inform:** Poster to persuade	**Writing to Entertain** Play **Writing to Inform, Persuade and Discuss** Write a set of instructions Letter	**Writing to Entertain:** **Poetry** The Tyger – performance poetry **Narrative** Character, setting and plot. **Writing to Inform, persuade and discuss.** Explanation, debate. Research rainforest and become the local council. Create posters etc.
Reading Focus	Comprehension • I can identify the (simple) themes in text • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • I can explain the meaning of words in context • I can ask relevant questions to improve my understanding of a text • I can infer meanings and begin to justify them with evidence from the text	Comprehension • I know which books to select for specific purposes, especially in relation to history and geography • I can use a dictionary to check the meaning of unfamiliar words • I can infer meanings and begin to justify them with evidence from the text from fiction and non-fiction texts • I can retrieve information from non-fiction texts	Comprehension • I can infer meanings and begin to justify them with evidence from the text • I can predict what might happen from details stated and from the information I have deduced • I can identify where a writer has used precise word choices for effect to impact on the reader • I can discuss and record words and phrases that writers use to engage and impact on the reader	Comprehension • I can identify some text types organisational features, for example, narrative, explanation and persuasion • I can build on others' ideas and opinions about a text in discussion • I can identify literary conventions in different texts
Class Reader	**Somebody's Mother by Mary Dow Brine**	**The Great Kapok Tree by Lynne Cherry**	**The chocolate tree** by Linda Lowery	**The Tyger: William Blake** How does the rhyme, rhythm and

	The Iron Man by Ted Hughes How does the author use imagery to describe a setting? Write a diary review from the viewpoint of Hogarth. How does he feel?	How does the author describe create character and setting? **Poetry: The Quangles Hat by Edward Edward Leat**	Non fiction texts – travel leaflets to South America. Instructions to make chocolate.	metre of the poem add to its effectiveness? **The Tin Forest: Helen Ward** What themes are in the book? What message is the author trying to give us?
Nelson / Collins Comp	Unit 5 (C) – Diaries Unit 11 (C) – Danger Unit 4/14/15 –Information	Unit 3/2 - Creating Images Unit 2/4- Journalistic Unit 10 x2 – Plays	Unit5 – Problems Unit 6 -Explanation Unit8- Persuasion	Unit 9 – Fantasy Unit 3/12/13 (C) -Poetry
Spelling (Coll) Year 3/4	Units 1-5 Units 6-10	Units 11-16	Units 16-19	Units 20-22 Units 23-26
Grammar	• Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time and cause • Noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases • Fronted adverbials • Use conjunctions, adverbs and prepositions to express time and cause • Write in paragraphs	• Extending the range of sentences with more than one clause: compound and complex sentences; using commas after or before phrases and clauses • Appropriate choice of pronoun and noun within and across sentences • Use inverted commas and other punctuation to indicate direct speech • Use apostrophes to mark plural possession • Commas after fronted adverbials	• Use apostrophes to mark plural possession • Commas after fronted adverbials • Use paragraphs • Appropriate choice of pronoun and noun within and across sentences • Expand noun phrases by adding modifying adjectives, nouns and preposition phrases • Use inverted commas and other punctuation to indicate direct speech	• Review of all throughout half term
Curriculum Target	Every Time We Write/Editing SWEETP2C	Sentence Openers/Editing	Vocab/ Punctuation/Editing	Revision/Trouble Shooting/Editing