

English Modules – Year 4													
	Term 1			Quality Literature (2 weeks)	Term 2			Quality Literature (2 weeks)	Term 3				
Narrative (Entertain) (Describe)	A range of narrative focus (4 weeks) e.g. traditional tales/fables/retelling				Narrative review: key narrative techniques e.g. creating settings, characterisation, atmosphere (3 weeks)				One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term Must include a range of purposes not already taught this year e.g. recount, instructions etc	Fiction from our literary heritage (3 weeks) Take a text and study in detail, writing in the style of the author			Units linked to foundation unit e.g. Romans/Science A range of written outcomes linked to units of study already taught this year, allowing time to practise, apply and consolidate skills for the year Letter to ask farmer for a job Letter to farmers from the Ministry of Agriculture Rewrite Bills New Frock
Suggested final written outcome	Snowman (1 week) Nemo – Descriptive writing (1 week) Hairy Tales and Nursery Crimes (a Possible idea - linked to Poetry)				A range of stories using a narrative technique linked to units Adventure Stories (3 weeks)					Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version. Gregory Cool (4 weeks) – this also covered many Reading Targets			
Nonfiction	Inform (2 weeks)	Discuss/ Advise (2 weeks)	Instruct (2 weeks)		Explain (2 weeks)	Advise/ Inform (2 weeks)	Persuade (1 week)			Persuade (2 weeks)	Explain (2 weeks)	Discuss/ Advise (2 weeks)	
Suggested final written outcome	Newspaper Report about the sinking of the Titanic Amazon Rainforest report.	Beaver Towers – Letter of Advise to main character Link to use of the local area - letter for council	Moved to Spring term this year as it ties in well with Mummification.		Mummification explanation text (2 weeks) Should the pyramids be closed Discussion	Newspapers discovery of King Tut's Tomb (2 weeks)	Pyramids and letter to PTA about play equipment (1 week)			Complete an application form for the child to go to space. Advert for your Dragon. Letter to persuade film to use their sequel for the Dragon Slayer	Witness Statement – Apollo 11 Explanation text about a Dragon	Letter to Buzz Adrin – asking for information on being an astronaut Does the Lochness Monster exist. Robots in the home and industry?	
Poetry	Vocabulary Building (1 week) Hairy Tales and Nursery Crimes Water Poems (Big Idea)				Vocabulary building (1 week)					Compare and contrast			
Suggested outcome	Read, write and perform free verse Also link to Book Explorer				Read, write and perform free verse	Read and respond	Linked to Book Explorer time			Read and respond			
All pieces should be written to an intended real audience and purpose so children adapt their writing appropriately e.g. to a parent/year 4 child etc etc													

English Modules – Year 4												
	Term 1			Term 2			Term 3					
Narrative	A range of narrative focus (5 weeks) e.g. traditional tales/fables/retelling			Quality Literature (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term	Narrative review: key narrative techniques e.g. creating settings, characterisation, atmosphere (3 weeks)			Quality Literature (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term Must include a range of purposes not already taught this year e.g. recount, instructions etc	Fiction from our literary heritage (3 weeks narrative) Take a text and study in detail, writing in the style of the author e.g. Roald Dahl		Units linked to foundation unit e.g. Romans/Science A range of written outcomes linked to units of study already taught this year, allowing time to practise, apply and consolidate skills for the year	
Skills												
Nonfiction	Describe (2 weeks)	Discuss (2 weeks)	Inform (2 weeks)		Explain (2 weeks)	Persuade (2 weeks)	Discuss (1 week)		Persuade (2 weeks)	Instruct (2 weeks)		Inform (2 weeks)
Skills												
Poetry	Vocabulary Building (1 week)				Vocabulary building (1 week)				Compare and contrast			
Suggested outcome	Read, write and perform free verse				Read, write and perform free verse	Read and respond			Read and respond			
Skills to be covered	<p>I can use adverbials of time to link ideas e.g. 'later' or place e.g. 'nearby' or tense choice e.g. 'he had seen her before'</p> <p>Noun phrases expanded by the addition of a modifying adjective</p> <p>Appropriate use of pronoun or noun within and across sentences to aid cohesion</p> <p>I can use a variety of sentences (compound, simple, complex)</p> <p>Apostrophes to mark possession</p> <p>Understand the term determiner</p> <p>I can use present perfect form of verb in contrast to past tense</p> <p>I can use speech punctuation accurately</p> <p>I can use features of form e.g. sub-titles, bullet points, items in a list</p> <p>I can proof read for punctuation and spelling errors</p> <p>I can check I am using the correct tense</p> <p>I can plan a narrative, thinking about how to develop characters and setting</p> <p>I can use paragraphs to order my writing logically.</p> <p>I can link ideas within and across paragraphs.</p> <p>I can use PiPs to evaluate and assess my own work</p> <p>I can write with increasing fluency ensuring ascenders and descenders don't touch and that downward strokes are parallel</p>				<p>Use of commas after fronted adverbials</p> <p>I can improve my work using expanded noun phrases, fronted adverbials and pronouns accurately</p> <p>I can use a wider range of conjunctions to extend the range of sentences with more than one clause</p> <p>I can use figurative language techniques e.g. personification, alliteration, metaphors, similes</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>I can use a variety of sentences (compound, simple, complex)</p> <p>I can use a comma after the reporting clause and end punctuation within inverted commas</p> <p>I can use PiPs to evaluate and assess the work of my peers</p> <p>I can write fluently and legibly in cursive style</p> <p>I can plan and write a narrative, developing characters, plot and setting</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.</p> <p>Apostrophes to mark possession</p> <p>I can use present perfect form of verb in contrast to past tense</p>				<p>I can choose words/verbs for deliberate effect</p> <p>Noun phrases expanded by the addition of preposition phrases</p> <p>I can improve my work using expanded noun phrases, fronted adverbials and pronouns accurately</p> <p>I can structure my writing clearly and draw it to a suitable conclusion</p> <p>In non-fiction pieces paragraphs are linked and a conclusion or summary is planned for and included</p> <p>I can plan and write a narrative, developing characters, plot and setting</p> <p>I can use a variety of sentences (compound, simple, complex)</p> <p>I can use a wider range of conjunctions to extend the range of sentences with more than one clause (when, if, after, event though</p> <p>Use of commas after fronted adverbials</p> <p>Apostrophes to mark possession (including plurals)</p> <p>I can use PiP work, as well as marking and feedback to improve my own and others work</p> <p>I can write fluently and legibly in cursive style</p> <p><u>Desirable:</u></p> <p>I can maintain and establish viewpoint</p> <p>I can use words for deliberate effect</p>			
Spellings	Ongoing from year three I can spell most of the 200 HFW list I can use plural and possessive 's'				Ongoing from year three I can spell most of the 200 HFW list I can use plural and possessive 's'				Ongoing from year three I can spell most of the 200 HFW list I can use plural and possessive 's'			

	<p>I can identify syllables to help identify stressed and unstressed vowels</p> <p>I can spell homophones accurately</p> <p>I can add 'ly' to form adverbs and investigate exceptions</p>	<p>I can identify syllables to help identify stressed and unstressed vowels</p> <p>I can spell homophones accurately</p> <p>I can add 'ly' to form adverbs and investigate exceptions</p> <p>I can spell words with French roots (e.g. chef, machine, chalet)</p> <p>I can use apostrophe for possession including plural nouns and words ending in 's'</p> <p>I can create word webs around a root word by adding suffixes and prefixes (e.g. solve: dissolve, solution, solver)</p>	<p>I can identify syllables to help identify stressed and unstressed vowels</p> <p>I can spell homophones accurately</p> <p>I can add 'ly' to form adverbs and investigate exceptions</p> <p>I can spell words with French roots (e.g. chef, machine, chalet)</p> <p>I can use apostrophe for possession including plural nouns and words ending in 's'</p> <p>I can create word webs around a root word by adding suffixes and prefixes (e.g. solve: dissolve, solution, solver)</p> <p>I can spell words with classical roots (e.g. scheme, chorus, chemist, echo, discipline, crescent)</p> <p>I can spell words with 'tion,' 'sion,' 'cian'</p>
Ongoing	I can write for a chosen, audience, purpose and form		
Year 3 Ongoing	<u>On-going from Y3:</u> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or "speech marks")		

	Emerging	Developing		Securing		Mastering
Knowledge	Can you list...? Who was the main...? Find.....	How would you describe...? When did ____ happen?	Who was...? Why did...?	How would you explain...?		How would you show...? How would you define...?
Comprehension	Can you explain what is happening..?	Which is the best answer?	What can you say about...? Which is the best answer...?	How would you summarise..? What is the main idea of...?	How would you compare/contrast? What facts or ideas show...?	How would you classify the type of...? Rephrase the meaning of..? How would you state or interpret that in your own words..?
Application	What examples can you find to...? What might you change and why..?	Can you make use of the facts to...? What facts would you select to show?	How does the author show?	What elements might you change to show...?	How would you explain ____ using evidence from the text?	How would you approach this to show..? How would you apply what you have learned to show..?
Analysis	Where are the parts or features of..? Why do you think..? What evidence can you find?	What is the main theme..? Can you list the main parts..?	Can you identify the different parts?	What conclusions do you draw..? What is the relationship between...?	What inference can you make...? Can you make a distinction between...?	What motive is there? How would you classify?/Categorise? What parts justify...? What is the function of ..?
Creation	How would you improve ...? What would happen if...? Can you invent...? How could you change (modify) the plot(plan)...?	What way would you design...? Suppose you could _____ what would you do...? What facts can you compile...?	What changes would you make to solve...? How would you estimate the results for...?	Can you predict the outcome if...?	How would you adapt _____ to create a different...?	Can you elaborate on the reason...? Can you propose an alternative...? What could be done to minimise(maximise)...? Can you formulate a theory for...?
Evaluation	Do you agree with the actions/outcomes...? What is your opinion of...? Why did they (the character) choose...? What would you select...?	How would you prove/disprove...? What would you recommend...? How would you rate the...?	Would it be better if...?	What choice would you have made...? Based on what you know, how would you explain...?	How would you evaluate ...? What judgement would you make about...?	Can you assess the value/importance of...? What would you cite to defend the actions...? What information would you use to support How would you justify...? the view...?