

Y4 English Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Guided Reading Texts	Charlotte's Web – E.B White		Night Bus Hero – Onjali Q. Rauf		The Secret Garden – Frances Hodgson Burnett	
Focus Texts	<p>Harry Potter & the Philosopher's Stone – J.K Rowling</p> <p>CLPE: Mouse, Snake, Bird – David Almond</p> <p>A range of non-fiction texts</p>	<p>Evacuee – Jan Pollard</p> <p>Literacy Shed – For the Birds</p>	<p>Poems by C</p> <p>A range of non-fiction texts</p>	<p>How to Train Your Dragon – Cressida Cowell</p> <p>A range of non-fiction texts</p>	<p>CLPE: Oliver & the Seawigs – Philip Reeve and Sarah McIntyre</p> <p>Literacy Shed – The Lighthouse</p>	<p>Literacy Shed & CLPE: The Miraculous Journey of Edward Tulane – Kate DiCamillo</p> <p>Literacy shed – How to be a Viking – Cressida Cowell</p>
Writing Genres	<p>Baseline Assessment</p> <p>Narrative – Character profile; setting description,</p> <p>Discussion – Balanced argument</p>	<p>Poetry – Narrative</p> <p>Recount - Letter from an evacuee</p> <p>Recount - Diary of an evacuee</p> <p>Persuasion - letter Anti Bullying week (link to PSHE)</p>	<p>Poetry – Limericks</p> <p>Recount - Biography; Joseph Swan</p> <p>Information Text – leaflet about homelessness (link to GR Text)</p> <p>Persuasive letter to Visit France (Link to Geography)</p>	<p>Explanation -Non-chronological report; dragons</p> <p>Instruction text – how to train a dragon & how to make a pizza (link to DT)</p> <p>Instruction Text – How to make a Slingshot</p>	<p>Poetry – Narrative; humorous</p> <p>Recount - Newspaper Report</p> <p>Recount - Diary entry as lighthouse keeper</p>	<p>Narrative – character profile; Continuing a story chapter</p> <p>Non-chronological Reports; Vikings</p>
Grammar & Punctuation	<p>Capital letters</p> <p>Full stops</p> <p>Question and Exclamation marks</p> <p>Adverbial phrases</p> <p>Subordinating conjunctions</p> <p>Coordinating Conjunctions</p>	<p>Rhetorical Question</p> <p>Opinion</p> <p>Adverbial Time phrase</p> <p>Past Tense</p> <p>Emotive Language</p> <p>Stats and statistics</p>	<p>Facts</p> <p>Past tense</p> <p>Fronted adverbials</p> <p>Facts and statistics</p> <p>Emotive language.</p> <p>Repetition</p> <p>Rhetorical Question</p> <p>Opinions</p>	<p>Expanded Noun Phrases</p> <p>Fronted Adverbials</p> <p>Imperative Verbs</p> <p>Coordinating Conjunctions</p> <p>Commands</p>	<p>Alliteration</p> <p>Direct speech/inverted commas</p> <p>Rhetorical questions</p> <p>Adverbial Time phrase</p> <p>Past Tense</p>	<p>Expanded noun phrases</p> <p>Apostrophe for possession</p> <p>Facts and opinions</p> <p>Subordinating conjunction</p>
Spelling	<p>NC Year 3&4 Word List.</p> <p>Suffix – ly</p> <p>Words ending in 'ure'</p> <p>Words ending in 'ture'</p>	<p>Adding prefixes (in/il/im/ir)</p> <p>Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey'</p>	<p>'g' sound spelt 'gu'</p> <p>Words beginning with prefix 'auto'</p> <p>Words beginning in prefix 'ex'</p>	<p>Prefix 'anti' & 'inter'</p> <p>Words ending in 'ar' and 'er'</p> <p>Words ending in the suffix 'al'</p>	<p>Words with 'ough' to make a long / o/, /oo/ or /or/ sound.</p>	<p>Adverbials of manner</p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p>

	<p>Homophones & near homophones</p> <p>Adding suffixes (er/ed/ing) to words with more than one syllable</p>	<p>Words with a short /u/ sound spelt with 'ou'</p> <p>Silent letters revision</p>	<p>Words ending in 'ture'</p> <p>Words with /aw/ spelt 'augh' and 'au'</p> <p>Plural possessive apostrophes with plural words</p> <p>Words beginning with the prefix 'non'</p>	<p>Nouns ending in the suffix 'ation'</p> <p>Words with a /shuhn/ sound spelt with 'sion', 'ssion', 'tion' & 'cian'</p>	<p>Adding the prefix il- and the prefix ir-</p> <p>Adding the prefix sub- and the prefix super-</p> <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>Adding the suffix -ous</p>	<p>Apostrophes for possession, including singular and plural</p> <p>Creating negative meanings using prefix mis-</p> <p>Creating negative meanings using prefix dis-</p>
Handwriting	<p>Penpals Unit 1 Introducing diagonal join from p and b to ascender: ph, pl, bl</p> <p>Penpals Unit 2 Introducing diagonal join from b and p, no ascender: bu, bi, be, pu, pi pe</p> <p>Penpals Unit 3 Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, bs</p> <p>Penpals Unit 4 Revising parallel ascenders and descenders: bb, pp</p> <p>Penpals unit 5 Break letters: x, y</p>	<p>Penpals Unit 6 Spacing in common exception words</p> <p>Penpals Unit 7 Relative size of letters</p> <p>Penpals Unit 8 Relative size of capitals</p> <p>Penpals Unit 9 Speed and fluency</p>	<p>Penpals unit 11 Revising parallel ascenders</p> <p>Penpals Unit 12 Revising parallel ascenders and break letters</p> <p>Penpals Unit 13 Relative size of letters</p> <p>Penpals Unit 14 Proportion of letters</p> <p>Penpals Unit 15 Spacing between letters</p>	<p>Penpals Unit 16 Spacing between words</p> <p>Penpals Unit 17 Writing at speed</p> <p>Penpals Unit 18 Improving fluency</p> <p>Penpals Unit 19 Speed and fluency</p>	<p>Penpals Unit 21 Consistency of size</p> <p>Penpals Unit 22 Proportion</p> <p>Penpals Unit 23 Spacing between letters and words</p> <p>Penpals Unit 24 Size, proportion and spacing</p> <p>Penpals Unit 25 Fluency: Writing longer words</p>	<p>Penpals Unit 26 Speed and fluency</p> <p>Penpals Unit 27 Revising break letters</p> <p>Penpals Unit 28 Print alphabet: presentation</p> <p>Penpals Unit 30 Capital letters: presentation</p>