

ENGLISH MAP

Year 4 Mrs Kirkup 2020-21

Throughout.

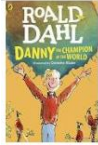





- Spelling and Grammar using Sacred Heart RC School assigned schemes.
- Developing the children's skills using – THINK – SAY – WRITE – READ.
- Continue with cursive writing style.



BOOKS
aren't just made of
WORDS...
they're also filled with
PLACES
to visit and
PEOPLE
to meet.

Term	Autumn 1 (7 weeks)	Autumn 1 All Are Welcome Book Week	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 1 All Are Welcome Book Week	Spring 2 (6 weeks)	Spring 2 All Are Welcome Book Week	Summer 1 (5 weeks)	Summer 1 All Are Welcome Book Week	Summer 2 (6 weeks)	Summer 2 All Are Welcome Book Week
Text											
Title and Author	Roald Dahl, Danny the Champion of the World.	King and King	C.S Lewis, Narnia, The Lion, The Witch and the Wardrobe.	Cressida Cowell, How to train your dragon	The Flower	Literacy Shed Unit. Marcia Williams 'Myths and Legends.'	Dogs don't do ballet.	Anne Fine, Bill's New Frock	Michael Hall, Red, A Crayon's Story	Ted Hughes, The Iron Man.	Oliver Jeffers The Way Back Home
Genre	Discussion/ debate Recount/ Newspaper Report	Journey In Love Book to raise issues and reflections	Film/Playscript Poems on a theme/ Winter Poetry	Information Text/ Fiction	Journey In Love Book to raise issues and reflections	Myths (Literacy Shed - folk tales/ fairy tales)	Journey In Love Book to raise issues and reflections	Issues and Dilemma stories Poetry Kennings and Cinquains	Journey In Love Book to raise issues and reflections	Fantasy Persuasion	Journey In Love Book to raise issues and reflections
End Outcomes	Write and debate about whether Victor should keep the pheasants. Write a newspaper report about the missing birds.	To understand why people choose to get married	To write a playscript scene from the novel. To write a winter poem based on the setting of Narnia.	Write a leaflet explain how to look after and train a dragon.	To ask questions	To write their own Greek Myth	To know when to be assertive	Write own dilemma story. Write own poem (Kennings and Cinquains)	To be who you want to be	Create an advert Write an alternative ending.	To overcome language as a barrier
All Are Welcome Key Objectives		More planning to come from RE Co-ordinator			More planning to come from RE Co-ordinator	Planning to be done after training for this unit of work. (3 week unit)	More planning to come from RE Co-ordinator		More planning to come from RE Co-ordinator		More planning to come from RE Co-ordinator

Term	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (6 weeks)
Genre Key Objectives	<p>Discussion – debate/report Description: Children will read and discuss ‘The Twits’. They will orally rehearse sentences, use report language firstly, next, furthermore and finally. They will research using ICT. They will use descriptive language to develop sentence structure. Children will write descriptions of characters by adding details. Grammar focus: 1. Write in note form when researching. 2. Extend sentences by adding details such as noun phrases, adverbs, adjectives. 3. Spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 5) Use dictionaries to check meaning of unfamiliar words. 6) Discuss and record phrases used by author uses to engage the reader. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other’ ideas and opinions about a text in a discussion. Engage in research, finding out about a given topic.</p>	<p>Film and Playscript Description: Children will write in depth descriptions of Narnia and the characters. They will write from different points of views by hot seating and write about how they behave in different settings. They will use and identify features of play script. Grammar focus: 1. Write sentences with more than one clause. 2. Use similes and adverbs with expanded noun phrases. 3. Write sentences with fronted adverbials for when, where and how. 4. Use brackets, directions and features of play script.</p> <p>Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words noting spelling and sound and where they occur in words. 5) Use dictionaries to check meaning of unfamiliar words. 6) Discuss and record phrases used by author uses to engage the reader. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other’ ideas and opinions about a text in a discussion.</p>	<p>Information text/Fiction Description: Children will explore Information text and the features of them. They will create an instruction leaflet explaining how to look after and train a Dragon. They will use features if instructions such a model verbs. Grammar focus: 1. Use sentences with more than one clause. 2. Spell words with additional prefixes and suffixes and understand how to add them to a root words. 3. Write sentences with a wider structure and open paragraphs with topic sentences. 4. Use apostrophes for plural/singular possession. Reading Read listen and discuss features of Information text. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words noting the unusual correspondences between the spelling and the sound. 3) Attempt pronunciation of unfamiliar words drawing on knowledge. 6) Discuss and record phrases used by author uses to engage the reader. 7) Know and recognize literary conventions in text types covered. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 15) Identify features of text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other’ ideas and opinions about a text in a discussion. 19) Explain why text is organised in a certain way. 20) Retrieve and record information from non-fiction</p>	<p>Myths Description: Children will explore Myths and the characters. They will write descriptions of then and explain what the characters are like. They will write own Myth thinking about the features of a story and use a story mountain to write own Myth with the main features of a story, Eg opening, build up, dilemma, resolution and ending. Grammar focus: 1. Use appropriate pronouns or nouns to avoid repetition and support cohesion. 2. Continue to use adjectives to describe, include similes. 3. Write sentences with expanded noun phrases. 4. Continue to use range of punctuation to include commas and exclamation marks. 5. Spell words with additional prefixes and suffixes. Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words noting the unusual correspondences between the spelling and the sound 5) Use dictionaries to check meaning of unfamiliar words. 3) Attempt pronunciation of unfamiliar words drawing on knowledge. 6) Discuss and record phrases used by author uses to engage the reader. 7) Know and recognize literary conventions in text types covered. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other’ ideas and opinions about a text in a discussion. Engage in research, finding out about a given topic. 15) Identify features of text.</p>	<p>Stories with Issus and Dilemmas Description: Children will explore stories that raise issues and dilemmas. They will identify the issues and discuss them and share solutions on how to solve them. Through role play children will show how they can solve a given dilemma. They will write own dilemma stories where characters solve a dilemma. Grammar focus: 1. Use appropriate pronouns or nouns to avoid repetition and support cohesion. 2. Apply knowledge of prefixes and suffixes. 3. Write sentences with expanded noun phrases. 4. Continue to use range of punctuation to include commas and exclamation marks. 5. Make changes and improvements focusing on vocabulary and sentences. 6. Use apostrophes for possession and use direct speech. Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words noting the unusual correspondences between the spelling and the sound 3) Attempt pronunciation of unfamiliar words drawing on knowledge. 6) Discuss and record phrases used by author uses to engage the reader. 7) Know and recognize literary conventions in text types covered. 8) Understand the themes in books. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other’ ideas and opinions about a text in a discussion.</p>	<p>Fantasy Description Children will explore imaginary character ‘The Iron Man’. They will write detailed descriptions using similes and metaphors. They will write from different points of view and change what happens in the book. Grammar focus: 1. Use sentences with more than one clause. 2. Spell words with additional prefixes and suffixes and understand how to add them to a root words. Eg tion, ous, ian 3. Edit and improve by making changes to grammar objectives, including use of pronouns 4. Use expanded noun phrases. 5. Recognise when a simile may generate more impact than a metaphor and vise versa 6. Use commas or ellipses to create clarity. Reading Read listen and discuss features of Information text. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words noting the unusual correspondences between the spelling and the sound. 3) Attempt pronunciation of unfamiliar words drawing on knowledge. 6) Discuss and record phrases used by author uses to engage the reader. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other’ ideas and opinions about a text in a discussion. 20) Retrieve and record information from non-fiction 27. Refer to text to support predictions and opinions</p>
						

Term	Autumn 1 (7 weeks) 	Autumn 2 (7 weeks) 	Spring 1 (5 weeks) 	Spring 2 (6 weeks) 	Summer 1 (5 weeks) 	Summer 2 (6 weeks) 
Continued Genre Key Objectives	<p>Newspaper/Recount Description: Children will identify features of a newspaper; write opening paragraphs to include 5w's. Add quotes and recalling sequence of events. Hot seat characters. Grammar focus:</p> <ol style="list-style-type: none"> 1. Use correct pronouns 2. Use direct speech and commas. 3. Writing in the correct tense. 3. Write sentences using fronted adverbials, when, where and how. <p>Reading - Fiction Read listen and discuss features, characters and plot.</p> <ol style="list-style-type: none"> 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words, noting the correspondences between spelling and sound. 5) Use dictionaries to check meaning of unfamiliar words. 6) Discuss and record phrases used by author uses to engage the reader. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 14) Identify how the write has used precise word choices for effect on the reader. 15) Identify text type. 17) Make connections with prior knowledge and experience. 18) Begin to build on other' ideas and opinions about a text in a discussion. 	<p>Poems on a them Winter & Christmas Poems Description: Enjoy a range of Christmas poems. They write their own Christmas/Winter poems. Children will identify rhyme, rhythm and patterns before writing own poem using description written. They will include similes/metaphors. Grammar focus:</p> <ol style="list-style-type: none"> 1. Use range of similes and metaphors. 2. Use adverbs and range of adjectives. 3. Create moods within poem. <p>Read and enjoy listening to poems. Identify rhyme, rhythm and patterns. Identify mood of poem.</p> <ol style="list-style-type: none"> 6) Discuss and record phrases used by author uses to engage the reader. 9) Prepare poem to read aloud and perform, showing understanding through intonation, tone, volume and action 17) Make connections with prior knowledge and experience. Write new lines for a familiar poem. Say out loud what they are about to write. Re-read own writing to check it makes sense. Compose list poem based on those read. Write in clear sentences. Add actions to a poem to aid memorisation. Perform the poem to others. 	Continued from previous sheet	To be added at a later date after training.	<p>Poetry-Kennings & Cinquains Description: Children will explore of Kennings and Cinquains. They will look at the vocabulary used to write own poems based on ones we share and read together. They will explore the features and read a range of poems to perform. Grammar focus:</p> <ol style="list-style-type: none"> 1. Use dictionaries/thesaurus to widen use of vocabulary. 2. Spell words with rhyming patterns. 3. Use similes/metaphors when writing poems 4. Use apostrophes for plural/singular possession. <p>Reading Read listen and discuss feature of Kennings and Cinquains.</p> <ol style="list-style-type: none"> 2) Read further exception words noting the unusual correspondences between the spelling and the sound. 3) Attempt pronunciation of unfamiliar words drawing on knowledge. 6) Discuss and record phrases used by author uses to engage the reader. 7) Know and recognize literary conventions in text types covered. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 15) Identify features of text. 17) Make connections with prior knowledge and experience. 19) Explain why text is organised in a certain way. 	<p>Persuasion/Sales pitch/article Description Children will create an advert to persuade people to come and help them to capture The Iron Man. Children will explore the nature of persuasion and language we use. How can they use the features to create an advert using ICT. They will analyse the power of adverts for persuasion. Grammar focus:</p> <ol style="list-style-type: none"> 1. Use dictionaries/thesaurus to widen use of vocabulary. 2. Use persuasive vocabulary 3. Make precise language choices to meet the criteria. <p>Reading Read and discuss the power of adverts and how they persuade.</p> <ol style="list-style-type: none"> 2) Read further exception words noting the unusual correspondences between the spelling and the sound. 3) Attempt pronunciation of unfamiliar words drawing on knowledge. 6) Discuss and record phrases used by author uses to engage the reader. 11) Ask questions to improve understanding of text. 15) Identify features of text. 17) Make connections with prior knowledge and experience. 19) Explain why text is organised in a certain way.