

English Curriculum Overview Year 4



The teaching of English at The Hills Academy covers reading (including word reading and comprehension) and writing (including spellings, grammar, handwriting and composition).

Talk for Writing implementation – the Talk for Writing approach is being embedded into writing lessons from September 2023 beginning in Year 2 and EYFS. The Talk for Writing approach will then be built into other year groups in the following academic years.

Teaching spellings: Year 2-6 follow the No Nonsense Spelling overview to teach spelling patterns on a rotation of 2 spelling starters in English lesson's one week and 3 spelling starters in English lesson's the next week. National Curriculum spellings including common exception words and high frequency words are also taught regularly in English lessons.

Teaching guided reading: Year 1 have weekly guided reading lessons using VIPERS strands (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence). Year 2 – 6 have guided reading lessons weekly in Autumn 1 and then fortnightly from Autumn 2 using VIPERS strands, alternating with reading skills discussion lessons.

Children working below age-related expectations – teachers should check children's gaps in previous year group's learning and ensure that these targets are met before children begin working on their current year group targets e.g., if a Year 2 child is not yet secure on Year 1 writing targets, they should focus on those targets first before attempting Year 2 targets.

Adapting weeks to suit each academic year – the number of weeks in each academic year may slightly change (e.g. autumn term may have 15 weeks instead of 14 weeks in some academic years). Class teachers should adapt the overviews accordingly depending on the length of each term and discuss and agree this with the English coordinator or SLT members if needed.

Genres and books used may be adapted throughout the year to suit changes in planning made by teachers. Please ensure the English coordinator is made aware of any changes.

Year 4: Autumn Term Writing



<u>Weeks 1 & 2</u>	<u>Weeks 3 & 4</u>	<u>Week 5</u>	<u>Weeks 6 & 7</u>	<u>Weeks 8 & 9</u>	<u>Weeks 10 & 11</u>	<u>Week 12</u>	<u>Week 13</u>	<u>Week 14</u>
<u>Fiction</u>	<u>Fiction</u>	<u>Fiction</u>	<u>Fiction</u>	<u>Non-Fiction</u>	<u>Fiction</u>	<u>Fiction</u>	<u>Narrative</u>	<u>Fiction</u>
Genre/plot: Playscripts	Genre/plot: Fairytale narrative	Genre/plot: Alternative twist on a fairy tale	Genre/plot: Setting description	Genre/plot: Instruction text	Genre/plot: Diary entry	Genre/plot: Fantasy narrative	Whole school writing project.	Genre/plot: Fantasy narrative
Hooks and books:	Hooks and books:	Hooks and books:	Hooks and books:	Hooks and books:	Hooks and books:	Hooks and books:	Year 1-6 will be given the same stimulus to write a narrative to show the progression in writing across the school.	Hooks and books:
<ul style="list-style-type: none"> Fairy tales and alternative versions 	<ul style="list-style-type: none"> The Wolf's Story or an alternative twisted fairy tale 	<ul style="list-style-type: none"> The Wolf's Story, Roald Dahl's revolting rhymes and Wolf's Wife Speaks by Pie Corbett 	<ul style="list-style-type: none"> How to Train your Dragon by Cressida Cowell (Chapter 1) 	<ul style="list-style-type: none"> How to Train your Dragon by Cressida Cowell (Chapters 1-4) 	<ul style="list-style-type: none"> How to Train your Dragon by Cressida Cowell (Chapters 4-10) 	<ul style="list-style-type: none"> How to Train your Dragon by Cressida Cowell 	Year 1-6 will be given the same stimulus to write a narrative to show the progression in writing across the school.	<ul style="list-style-type: none"> How to Train your Dragon by Cressida Cowell
<p>Children will choose a familiar fairy-tale and innovate it to create a playscript.</p> <p>Children will prepare and perform their playscripts out loud.</p> <p>Children will compose and rehearse sentences orally including dialogue.</p> <p>Children will evaluate and edit the effectiveness of their writing.</p>	<p>Children will draft and write fairy tale narratives by creating settings, characters and plots showing consideration for the audience and purpose.</p> <p>Children will plan their writing by discussing and recording their ideas.</p> <p>Children will evaluate and edit the effectiveness of their writing and make changes to their grammar and vocabulary.</p>	<p>Children will write narrative poetry.</p> <p>Children will draft and write by organizing paragraphs around a theme.</p> <p>Children will evaluate and edit the effectiveness of their writing and make changes to their grammar and vocabulary.</p>	<p>Children will draft and write narratives to create settings with consideration for the audience and purpose.</p> <p>Children will base their description on an image stimulus that links to the novel.</p>	<p>Children will plan their own instruction writing and discuss examples.</p> <p>Children will evaluate and edit the effectiveness of their writing and make changes to their grammar and vocabulary.</p> <p>Children will proof read their writing to check spelling and punctuation accuracy.</p>	<p>Children will identify features of a diary.</p> <p>Children will learn Year 4 grammar features included in a diary.</p> <p>Children will plan their writing by discussing/ recording ideas.</p> <p>Children will write a diary entry independently based on events in the novel and then evaluate and edit their writing.</p>	<p>Children will write their own fantasy narrative using the novel as a stimulus.</p> <p>Children will draft and write by organising paragraphs around a theme.</p> <p>Children will draft and write by composing sentences orally.</p>	Narrative options: Short story, fairytale, journey story, poem, diary.	<p>Children will write their own fantasy narrative using the novel as a stimulus.</p> <p>Children will draft and write by organising paragraphs around a theme.</p> <p>Children will draft and write by composing sentences orally.</p> <p>Children will evaluate and edit by assessing the effectiveness of their writing and propose changes to grammar and vocabulary.</p>