



## Lowerhouse Junior School Year 4 English Overview



	Autumn 1 <u>7 weeks</u>	Autumn 2 <u>7 weeks + 3 days</u>	Spring 1 <u>6 weeks</u>	Spring 2 <u>5 weeks + 4 days</u>	Summer 1 <u>4 weeks + 3 days</u>	Summer 2 <u>33 days</u>
<b>Unit Heading</b>	<b>Grammar focus (1 week)</b>  <b>The 101 Dalmatians</b>  <b>(4- 6 weeks)</b>	<b>Fairy Tales</b> <b>Rumaysa</b>	<b>School choice of theme/text</b> <b>A Matter of Loaf and Death</b>	<b>Information Texts including</b> <b>Explanation,</b> <b>Persuasion and</b> <b>Poetry – Polar Bears</b>  <b>Narrative Story</b> <b>Openings</b>	<b>School choice of theme/text</b>  <b>The Lion, The Witch and The Wardrobe</b>  <b>Cracking Contraptions</b>	<b>Classic Narrative</b> <b>Poetry and</b> <b>Newspapers</b>
<b>Text Types</b>	Information text: article for a children’s magazine Information text: infographic for a children’s magazine – <b>3 weeks</b>  Narrative Adventure – <b>4 weeks</b>	Traditional Tales with - <b>6 weeks</b>  Poetry - <b>2 weeks</b> <b>Haikus, Kennings, Limericks (link to Christmas)</b>  <b>(Use Lancashire Autumn 2 English planning document for poetry.)</b>	<b>Issues and Dilemmas - 4 weeks (+ a diary entry with skills being taught)</b>  <b>Persuasion - 2 weeks (advert)</b>	Information Text Explanation Text Persuasive Poetry – <b>total for 3 genres = 4 weeks</b>  Narrative Story Openings - <b>9 days</b>	<b>Classic Narrative or Story as a Theme – 3 weeks</b>  <b>Information Text - 8 days</b>	Recount, news broadcast based on a classic poem – <b>2 weeks + 3 days</b>  Newspaper Report – <b>4 weeks</b>  <b>Newspaper needs a written outcome + modelling and shared write.</b>
<b>Skill Focus</b>	<ul style="list-style-type: none"> <li>Complex sentences using a range of conjunctions</li> <li>Comma to separate clauses in complex sentences where the subordinate clause appears first</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas to punctuate direct speech (speech marks)</li> <li>Use inverted commas and other punctuation to indicate direct speech</li> </ul>	<b>Select according to the needs of the class.</b>	<ul style="list-style-type: none"> <li>Identify, select and use determiners</li> <li>Sentences with fronted adverbials for where</li> <li>Identify, select and effectively use pronouns</li> </ul>	<b>Select according to the needs of the class.</b>	<ul style="list-style-type: none"> <li>Apostrophes for singular and plural possession</li> <li>Apostrophes for contractions</li> <li>Commas to mark clauses</li> <li>Commas in a list.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Commas to mark clauses in complex sentences</li> <li>• Explore, identify and use Standard English verb inflections for writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English</li> <li>• Use nouns for precision</li> <li>• Sentences with fronted adverbials for when.</li> </ul>		<ul style="list-style-type: none"> <li>• Complex sentences with adverb starters.</li> </ul>		
<b>Talk Programme Strategies</b>	Talk strategies detailed in the Bridging Unit planning document.	Whoosh story Vocabulary – word rap, root word/prefix/suffix investigation Copycat/echo reading Tell me , tell me more prompt A B C prompts Character profiles – I can say this because the text says ... Imitation writing – monologue in role, whoosh story Kaleidoscope drama/first lines drama I-model Word class and punctuation model Short burst practice writes Short burst poetry Poem to paragraph	Application of a variety of talk strategies as modelled on Talk CPD days.	Knowledge boxes Close listening and viewing Vocabulary strategies – synonym match, word chair hopping, quiz Read, turn, learn Talk like an expert Language toolkit for explanations PALS for spoken language I can see, tell me more Tentative language prompts Emotions graphs Thought circling Toolkit – blending setting and character Short burst practice write	Application of a variety of talk strategies as modelled on Talk CPD days.	Close listening Toolkit for spoken language/performance poetry Poetry prompts Vocabulary – shades of meaning, semantic maps Write to talk – Town Hall Drama PALS Poetry map, learning poetry by heart Close reading Paired reading Talking with your pen Text map non-fiction and oral retell Imitation writing Boxing up



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<p><b>Modelled and Independent Short Writing Opportunities</b></p>	<p>Letter to a family member/another class to inform them what you have found out so far about the Loch Ness Monster. Infographic of key facts. Short Burst Practice Write of an introduction. Class debate/talk show. Character profile/s linked to Diamond Nine and Zone of Relevance. Description/sighting of Nessie using a toolkit. Short Burst Practice Write of a creature description. Short Burst Practice Write of interchanges of dialogue.</p>	<p>Response to Elements of Fiction prompts Character Description (opinions and summary) Reading Domain – Appeal to Reader response Letter in role. Noun Phrase poem Poem to Paragraph Short Burst Practice Write of dialogue following drama</p>		<p>Response to reading domain prompt – character inference Modelled and independent short burst practice write using the toolkit to blend character and setting in an opening.</p>		<p>Detective Notepad Summarising Dictated sentences Text messages</p> <p>Victim report Modelled and independent imitation write</p>
<p><b>Modelled and Independent Extended Writing outcome(s)</b></p>	<p>Modelled magazine article for a children's magazine.</p> <p>Independent magazine article for an audience.</p> <p>Modelled story based on a plot pattern linked to the Loch Ness Monster theme.</p> <p>Independent new innovated story based on a plot pattern.</p>	<p>Modelled writing based on plot pattern.</p> <p>Independent writing based on plot pattern from a different characters' viewpoint.</p>		<p>Modelled Information paragraph on climate change. Independent Information paragraph on polar bears.</p> <p>Modelled explanation paragraph on climate change. Independent explanation paragraph of the effect of climate change on polar bears.</p> <p>Modelled persuasive poem.</p>		<p>Modelled News Report Transcript.</p> <p>Independent News Report Transcript.</p> <p>Modelled Newspaper Report.</p> <p>Independent Newspaper Report.</p>



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### Talk Four Text Overview

Bridging Unit: The Loch Ness Monster	Talk Unit: Fairy Tales	Talk Unit: Information Texts including explanation, persuasion and poetry. Narrative Story Openings	Talk Unit: Macavity
<p><b>Focus Text</b></p> <p><b>Non-Fiction Unit Texts</b>  <i>The Unsolved Mystery of the Loch Ness Monster</i> by Terri Sievert  <i>Loch Ness Monster (Monster Histories)</i> by Marie Pearson  <i>History's Mysteries: Freaky Phenomena: Curious Clues, Cold Cases, and Puzzles From the Past</i> National Geographic Kids by Kitson Jazyuka  <i>Nessie – The Most Famous Tale of Monster Mayhem Ever</i> by Richard Brassey  <i>Legend of Loch Ness Monster for Kids</i> by Amber Richards  <i>Behind the Legend – The Loch Ness Monster</i> by Erin Peabody</p>	<p><b>Focus Text</b></p> <p>Rumaysa – A Fairy Tale by Radiya Hafiza</p>	<p><b>Focus Text</b></p> <p>Various web pages</p> <p>The Last Bear by Hannah Gold</p>	<p><b>Focus Text</b></p> <p>Macavity the Mystery Cat by T.S.Eliot  Mungojerry and Rumpleteazer by T.S. Eliot</p>



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<p><i>The Loch Ness Monster for Kids: The English Reading Tree</i> by Keith Goodman</p> <p><i>Mysterious Loch Ness Monster</i> Lightning Bolt Books –by Candice Ransom</p> <p>Short novel to read alongside the narrative unit</p> <p><i>The True Story of the Loch Ness Monster</i> by Frances Gilbert</p> <p><b>Narrative Unit Text.</b> <i>The Treasure of the Loch Ness Monster</i> by Lari Don</p>			
<p><b>Link Texts</b></p> <p><i>The True Story of the Loch Ness Monster</i> by Frances Gilbert</p> <p><i>Behind the Legend: The Loch Ness Monster</i> by Erin Peabody</p> <p><i>No Such Thing as Nessie</i> by Ghani McBrain and Kirsteen Harris-Jones</p> <p><i>The Loch Ness Monster for Kids: The English Reading Tree</i> by Keith Goodman</p> <p><i>The Water Horse</i> by Dick King-Smith (Y4)</p> <p><i>Granny and the Loch Ness Monster</i> by David McNiven</p> <p><i>The Loch Ness Monster Spotters</i> by Tony De Saulles (Y2/3)</p>	<p><b>Link Texts</b></p> <p>The Three Impossibles by Susie Bower</p> <p>Rumaysa Ever After by Radiya Hafiza</p>	<p><b>Link Texts</b></p> <p>Hunter's Icy Adventure by Ellie Jackson</p> <p>The Ultimate Polar Bear Book for Kids by Jenny Kellett</p> <p>A Climate in Chaos by Neal Layton</p> <p>DK Find Out! Climate Change</p> <p>What is Climate Change by Gail Herman</p> <p>The Lost Whale by Hannah Gold</p> <p>Finding Bear by Hannah Gold (<i>To be released 28/09/23</i>)</p>	<p><b>Link Texts</b></p> <p>Old Possum's Book of Practical Cats by T.S. Eliot</p> <p>Max The Detective Cat series by Sarah Todd Taylor</p> <p>Atticus Claw series by Jennifer Gray</p> <p>Varjak Paw series by SF Said</p> <p>The Mousehole Cat by Antonia Barber</p> <p>Six Dinner Sid by Inga Moore</p> <p>The Evil Society of Cats by Pandania</p> <p>Toto the Ninja Cat by Dermot O'Leary</p> <p>Spy Cats 2: The Revelation by Amma Lee</p> <p>To Be a Cat by Matt Haig</p>



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<i>Hamish McHaggis and the search for The Loch Ness Monster</i> by Linda Strachan and Sally J. Collins (Y2/3)			
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