

# English – Autumn 1 Year 4

## Spoken language:

Sequence, develop ideas in an organised, logical way in a complete sentences as required.

Show understanding of how and why language choices vary in different contexts.

Use some features of Standard English.

## Hook for Learning:

Nature walk.

The Promise by Nicola Davies and Laura Carlin.

Tar Beach by Faith Ringgold.

## Non-negotiables:

Write sentences that are developed on from previous sentences to form a group of connected/related ideas. Use a widening range of conjunctions.

## Reading:

Explain the meaning of words in context.

## Talk pathways.....

Identify language used within a story that is different from everyday use.

Talk about their personal feelings in relation to the way a story starts and ends.

Give listeners enough detail to communicate meaning.

## Word reading: (Guided reading records)

Apply knowledge of root words, prefixes and suffixes to read aloud and to understanding the meaning of unfamiliar words. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

## Vocabulary, Punctuation and Grammar:

Use a widening range of conjunctions e.g. while, so, although

Use Standard English verbs (I was/We were)

Use 'when/where' adverbial phrases in fronted position in sentences.

Use commas after fronted adverbials.

Begin to use inverted commas to punctuate direct speech.

Use rhetorical questions to engage the reader

## Comprehension:

Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books and textbooks.

Use dictionaries to check the meaning of unfamiliar words.

Know a wider range of stories, including fairy stories, traditional tales and myths.

## Genres and Texts

Poem, Non-chronological report, setting description, character description, persuasive letter, dialogue, play script.

## Composition

Write sentences that are developed on from previous sentences to form a group of connected/related ideas.

Use appropriate intonation, tone and volume to present writing to a group or the class.

Proof read to check for errors in spelling, punctuation and grammar in their own writing.

Link ideas across paragraphs using persuasive sentence openers.

## Spelling/handwriting

Common words, suffix – ly, l sound spelt as y, u sound spelt as ou

Use diagonal and horizontal strokes that are needed to join letters.

# English –Weekly

## **Week 1 (3 days)**

Introduction to *The Promise* by Nicola Davies and Laura Carlin. Go on a nature walk focusing on their five senses and human impact.

## **Week 2: Write a poem and a diary entry in role as the girl from 'The Promise'**

Use vocabulary to express emotion. Use noun phrases. Use commas in a list. Use past and present tense accurately. Grammar – word classes

## **Week 3: Write a non-chronological report explaining the impact of looking after trees and rewilding urban spaces**

Use headings and subheadings. Use rhetorical questions. Use a larger range of conjunctions correctly. Grammar – word classes

## **Week 4: Tar Beach by Faith Ringgold. Explore the theme of a story. To make inferences and predictions based on evidence. To describe a setting. Identify characters thoughts and feelings.**

Find synonyms and antonyms. Use coordinating conjunctions. Use noun phrases to describe a setting. Use words to describe emotion. Grammar - Determiners

## **Week 5: Role on the wall and character description. Write a persuasive letter in role as Cassie's father**

Use coordinating and subordinating conjunctions. Use noun phrases. Use paragraphs to join ideas. Use persuasive sentence openers. Grammar - Contractions

## **Week 6: Assessment week: Dialogue between Cassie and Be Be**

Use the conventions of speech. Grammar – Statement, question, command, exclamation

## **Week 7: Write a playscript (sequel to Tar Beach) (yellow editing strip)**

Use conventions of a play script. Use noun phrases. Use adverbs to create stage directions and show how characters are behaving. Grammar – assessment.