

# English – Spring 1 Year 4

## Spoken language:

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

Vary the amount of detail dependent on the purpose and audience.

Orally re-tell a familiar story.

Ask questions to clarify or develop understanding.

Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.

Retrieve and record information from non-fiction.

## Vocabulary, Punctuation and Grammar:

Make interesting and varied language choices (including Orange ambitious vocabulary)

Use expanded noun phrases and adverbials to develop description of setting.

Use fronted adverbials for when/where

Use commas after fronted adverbials.

Use prepositional phrases to expand noun phrases.

Use all direct speech punctuation correctly

Use Standard English past tense verbs correctly

Use a range of co-ordinating and sub-ordinating conjunctions.

Use a range of precise vocabulary (verbs).

## Genres and Texts

Postcard, Setting description, Letter, Narrative retell, Vox pops, dialogue, Balanced information text.

## Hook for Learning:

Read the story FARTHER by Grahame Baker-Smith.



Film clip – The Present - Literacy Shed.

## Non-negotiables:

Use Standard English verbs correctly  
Demarcate sentences with capital letters, full stops, question marks and a comma after fronted adverbials.  
Use a range of co-ordinating and sub-ordinating conjunctions.

## Word reading: (Guided reading records)

Explain the meaning of words in context.  
Infer meanings and begin to justify them with evidence from the text.

## Reading:

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.  
Apply knowledge of root words, prefixes and suffixes.  
Read longer texts for stamina.

## Comprehension:

Understand and explain that narrative books are structured in different ways.

Know that non-fiction books are structured in different ways for different purposes and be able to use them effectively.

Orally re-tell a familiar story.

Discuss and record words and phrases that writers use to engage and impact on the reader.

## Composition

Organise writing in paragraphs with clear themes.

Add detail to my ideas

Maintain a point of view

Use exciting openings to capture the reader's attention

## Transcription/spelling/handwriting

Increase the legibility, consistency and quality of their handwriting:

- Down strokes of letters are parallel and equidistant
- Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

# English –Weekly

Week 1: (3 days) FArTHER by Grahame Baker-Smith

Make predictions about the character and setting of a text. Ask a range of questions about a character's behaviour.

**Grammar focus:** Abstract nouns, questions marks

Week 2: Write a postcard and a setting description.

Describe a setting using expanded noun phrases and adverbials.

Describe a setting using prepositional phrases to expand noun phrases.

**Grammar focus:** Powerful imperative verbs

Week 3: Write a set of instructions. Short letter writing in role.

Use fronted adverbials with a comma and powerful imperative verbs linked to flying.

Explore and describe a character's feelings.

**Grammar focus:** Fronted adverbials of time.

Week 4/5: Write a story based on a known structure.

Use fronted adverbials for when, with a comma.

Use co-ordinating and subordinating conjunctions to join ideas.

Yellow editing strip.

**Grammar focus:** Range of conjunctions to create cohesion and to extend sentences.

Week 5: The Present – Film clip (Literacy Shed)

Watch the film clip and discuss each character's thoughts. Create Vox pops.

**Grammar focus:** Speech punctuation.

Week 6/7 Write a leaflet.

Use headings and subheadings.

Use rhetorical questions.

Present the pros and cons of dog ownership in the form of a leaflet.

**Grammar focus:** Use co-ordinating and subordinating conjunctions to join ideas.