

# English – Autumn 2 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.

## 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 rhetorical questions to engage the reader  
Use pronouns and nouns within and across sentences to aid readability.  
Make interesting and varied language choices.

## Genres and Texts

**Varmints by Helen Ward and Marc Craste.**

**Comparison of two contrasting settings, retell of the film narrative, poem, explanation of the lifecycle of a plant.**

## Hook for Learning:

'Varmints' – film

## Talk pathways.....

Identify scientific language appropriate to our topic.  
Talk about characters' personal feelings and responses.

## Composition

Write sentences that are developed on from previous sentences to form a group of connected/related ideas.  
Organise writing with a clear beginning, middle and end (narrative)  
Start a new paragraph by organising ideas around a theme.  
Use appropriate intonation, tone and volume to present writing to a group or the class. (poetry)  
Proof read to check for errors in spelling, punctuation and grammar in their own writing.

## Non-negotiables:

Use Standard English verb inflections (I did/We were)  
Make interesting and varied language choices.

## Reading:

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.  
Apply knowledge of root words, prefixes and suffixes

## Word reading: (Guided reading records)

Identify how the writer has used precise word choices for effect to impact on the reader.  
Predict what might happen from details stated and deduced information.

## Comprehension:

Use dictionaries to check the meaning of unfamiliar words.  
Know that non-fiction books are structured in different ways for different purposes.  
Orally re-tell a familiar story.

## Spelling/handwriting

Spelling: suffix – ation, common words, prefix – in, im, il, ir, sub, dis, mis, suffix – ous.  
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

## **Week1 – Comparison of two contrasting settings.**

Use adjectives and contrasting conjunctions when comparing two setting. Grammar - Tenses

## **Week 2: Retell the film narrative in the first person (proof read and edit)**

Identify key events in a narrative. Organise writing with a clear beginning, middle and end. Use adverbials of time to help sequence events and adverbials of place to explain where. Make interesting and varied language choices. Use a larger range of conjunctions accurately e.g. although, while, since. Grammar - Pronouns

## **Week 3: Write a poem using figurative devices.**

Use noun phrases. Use personification. Use metaphors. Grammar - Speech

## **Week 4: Write an explanation of the lifecycle for the plant in Varmints.**

Use headings, subheadings and paragraphs. Start a new paragraph organising idea around a theme. Write sentences that explain scientific terms. Use coordinating and subordinating conjunctions. Grammar - Commas

## **Week 5: Write an explanation of the lifecycle for the plant in Varmints (yellow editing strip).**

Use headings, subheadings and paragraphs. Start a new paragraph organising idea around a theme. Write sentences that explain scientific terms. Use coordinating and subordinating conjunctions.

Grammar = Subject/verb/object

## **Week 6: Poetry – Compare and contrast on the theme of school.**

Use varied and rich vocabulary (powerful verbs and rhyme)

Use commas for demarcation at the end of a line.

Organise verses around a theme.

## **Week 7: Science writing- Write an adventure story about a journey through the digestive system based on 'The Magic School Bus' clip.**

Sequential language, expanded noun phrases, adverbs, paragraphs, conjunctions