



Year 4 English – Spring 2



Speaking and Listening:

- Ask relevant questions to extend their understanding and knowledge
- Speak audibly and fluently with an increasing command of Standard English

Grammar, Punctuation and Spelling:

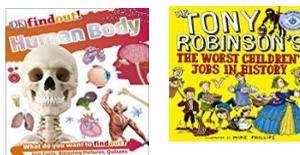
- Use inverted commas and other punctuation to indicate direct speech
- use the plural and possessive –s correctly.
- Use of commas after fronted adverbials.

Writing targets:

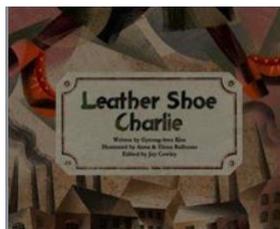
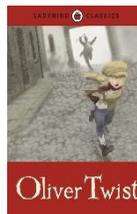
- Write for both fictional and non-fictional purpose, with a growing awareness of the reader
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use expanded noun phrases and adverbials to develop descriptions of settings and characters
- Use prepositional phrases to expand noun phrases
- Use fronted adverbials for when/where
- Use pronouns and nouns to aid cohesion and avoid repetition
- Use a range of coordinating and subordinating conjunctions.
- Use a full range of punctuation – focus on apostrophes for contraction and possession and commas with a reported clause.
- Produce legible joined handwriting
- Make simple additions, revisions and proof-reading corrections to their own writing

Cross-curricular links:

Science- A leaflet about how the ears function.
LC- Writing in role as rich and poor child in Manchester – speech bubbles.



Key Texts: Oliver Twist Leather Shoe Charlie



Reading (word reading):

- apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and here these occur in the word.

Reading (comprehension):

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- Predicting what might happen from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise these

Spelling/Phonics (KS2):

- Common words – colours and numbers
- Suffixes – sion, tion, ssion, cian, the sound spelt y elsewhere than at the end of words.



Year 4 English – Spring 2

Week 1: **Oliver Twist - fiction**

- **Compose dialogue and give clues about how a character is feeling.**
Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use inverted commas and other punctuation to indicate direct speech.
- Proof read and edit dialogue.

GPS focus:

Speech punctuation
Choice of pronouns or nouns
across sentences.

Week 2: **Oliver Twist – fiction**

- **Write a diary in role as a character from the story.**
- Use fronted adverbials for when/where
- Use of commas after fronted adverbials.
- Use a range of coordinating and subordinating conjunctions.

GPS focus:

Fronted adverbials for where
and when
Commas after a fronted
adverbial

Week 3: **Assessment week.**

GPS focus:

Assessment week

Week 4: **Leather Shoe Charlie- fiction**

- **Write a retell of the story in role as Charlie.**
- Use fronted adverbials for when/where
- Use expanded noun phrases and adverbials to develop descriptions of settings and characters
- of commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.

GPS focus:

Fronted adverbials for where
and when
Commas after a fronted
adverbial
Expanded noun phrases

Week 5: **Leather Shoe Charlie – fiction**

- **Retell continued**
- **Yellow editing strip**

GPS focus:

Fronted adverbials for where
and when
Commas after a fronted
adverbial
Expanded noun phrases