



English Long Term Overview: Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEXT:	Poetry: creating images The Iron Man	Street Child	Poetry: Form Ghost Dog	The Egyptian Cinderella	Themed poetry Sea Dreams	Bombs and Berries
Final Writing Outcome:	Narrative adventure	Recount	Australian Legend	Non-Chronological Report	Imaginary worlds/Settings	Persuasive Letter
Continuous Skills:						
<ul style="list-style-type: none"> Plan using features of the given form. Plan, draft and orally rehearse writing, including selecting vocabulary and phrases, to engage and interest the reader. Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures. Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation. Make appropriate additions, revisions and corrections when proof-reading. Use paragraphs to organise information and ideas around theme. Use paragraphs to organise and sequence more extended narrative structures. Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency. Write from memory sentences dictated by the teacher, that include words and punctuation included in the Y3/4 word list Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4). Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 are mostly accurate. Mostly accurate spelling of words from the year 3 /4 wordlist Uses dictionaries efficiently Punctuation at Y3 standard is used correctly . Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't). 						
Specific skills:	modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence, look at the speedboat with the blue sail). Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause,	Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/ Inside the castle/ Suddenly) Use simple organisational devices, including headings and sub-headings to aid presentation.	Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect). Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was) Fronted adverbials to vary sentence	Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect). Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was) Appropriate choice of pronoun	Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some). Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower.	



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	end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker)		structure (later that day, I heard the bad news) The grammatical difference between plural and possessive s. Some accurate use of possessive apostrophes for plural nouns (e.g. girls', boys', babies').	or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower.		
Incidental writing:	Response to inference questioning. Setting description. Character description. Predictions. Question responses to text.	Response to inference questioning. Setting description. Interview questions. Thought bubbles/speech bubbles. Picture captions. Diary. Persuasive sentences. Character description. Non chronological report. Letter. Question responses to a text. Setting description.	Poetry Form. Predictions. Character sketches. Interviews. Thought bubbles/speech bubbles. Explanation of changing a tyre. Directions. Play script. Settings. Build up/tension using an actions, sound effects and emotions. Accurate use of inverted commas in two character conversations. Accurate use of local language and traditional names and place names.			
Revisited genre assessed write:	Baseline assessment	Narrative adventure	Recount	Legend	Non-Chronological report	Settings