

Gorton Primary School



Year 4 English Yearly Overview						
	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
	Dilemma story Information texts	Poetry Journalistic recounts	Narrative verse Explanation texts	Playscripts Evaluating evidence	Stories with an historical setting Newspapers	Stories from another culture Persuasive writing
Fiction texts	Lost or Stolen? by Narinder Dhimi (Dilemma story)	The Balloons' by Oscar Wilde 'My Sari' by Debjani Chatterjee 'At the End of a School Day' by Wes Magee (Poetry)	The Bogey Men and the Trolls Next Door by Kaye Umansky (Story in narrative verse)	The Fly and the Fool by Lou Kuenzler (Playscript)	Runaways! by Jim Eldridge (Story with a historical setting)	Sugarcane Juice by Pratima Mitchell (Story from another culture)
Non-fiction texts	Gadget Magic' 'The Greatest Gadget of Them All?' (Information texts)	'Your Alien Experiences' 'The Daily Blab' (Journalistic recounts)	'The Stellar Stage School' 'How the Voice Works' (Explanation texts)	Junior Detective! (Evaluating evidence)	'London Herald' (Newspapers)	'VIPER! – Critic's Review' 'VIPER! – A Film Trailer' (Persuasive writing)
Focus Author and texts	There's a boy in the girls bathroom Luis Sachar	Michael Rosen Various poems	Charlie and the chocolate Factory – Roald Dahl Matilda – Roald Dahl	War horse – Micheal Morphurgo	Hetty Feather – Jacqueline Wilson	Legends of India – Michael Foreman

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<p>Grammar covered</p>	<p>Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Introduction to inverted commas to punctuate direct speech. Homophones – using the correct there, their and they're 2 pairs Question stems Apostrophes for possession</p>	<p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Suffixes – tion, ship, ness, hood Commas – Using commas in phrases Paragraphs The more, the more sentences Verb, person</p>	<p>Adverbials – fronted adverbials Embedded clause sentences Ad, same ad Some; others Adjectives Subordinating conjunctions: if and as</p>	<p>Plurals Apostrophes – possession Commands Teaching strategy Time sequencing Addition and contrasting cohesive devices</p>	<p>Standard English Question sentences LY opener sentences Personification of weather</p>	<p>Nouns and pronouns Ed opener</p>
<p>Reading Purpose</p>	<p>Children will: •Link the theme of dilemmas in Lost or Stolen? With their own experiences and other stories. •Explore the characters, including what they think and how they change as the story develops.</p>	<p>Children will: •Build strong pictures in their minds, making links between poems and their own experiences. •Explore the effect of poetic techniques e.g. repetition,</p>	<p>Children will: •Make links between the story and their own experiences and prior reading, and between the story and the tradition of oral storytelling and ballads.</p>	<p>Children will: •Discuss the importance of specific characters and moments in The fly and the fool. •Explore the characters to understand their actions. •Explore how the flashback in the</p>	<p>Children will: •Engage with the historical context of Runaways to develop understanding of the plot, setting and character. •Explore how Jim Eldridge uses showing not telling to give the reader clues</p>	<p>Children will: •Explore the cultural context of Sugarcane Juice to improve understanding of the plot, setting and characters. •Understand how Pratima Mitchell uses</p>

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	<ul style="list-style-type: none"> • Understand how suspense is created in a story. • Explore how they can use their voices to create tension when reading aloud. <p>Children will:</p> <ul style="list-style-type: none"> • Discover that specific information texts are written with a specific audience and purpose in mind. • Understand how people use different sources of information to help them make decisions and form opinions. • Compose research questions and use them to focus on relevant information. • Discover how an article is structured to make it easy for readers to find information, using key features. 	<p>alliteration and simile.</p> <ul style="list-style-type: none"> • Explore the range of forms poetry takes e.g. haiku, rhyming couplets and free verse. • Learn some lines of poetry by heart to recite in a performance. <p>Children will:</p> <ul style="list-style-type: none"> • Develop their own understanding of both personal and newspaper recounts. • Understand that recounts are organised in chronological order, in the past tense. • Identify the key information in a recount using who, what, where, when and why. 	<ul style="list-style-type: none"> • Explore the language in the story, particularly the use of synonyms. • Use evidence from the text to explore the characters. • Learn by heart and recite a section of text. <p>Children will:</p> <ul style="list-style-type: none"> • Consolidate their understanding of how explanation texts are structured to make information clear. • Read and evaluate a range of explanation texts. • Understand how visual aids such as flow charts help the audience to 	<p>play helps the audience understand the plot and make judgements about the motivations of the characters.</p> <ul style="list-style-type: none"> • Understand playscript conventions, including stage directions. <p>Children will:</p> <ul style="list-style-type: none"> • Understand the key features of explanation texts. • Show their understanding of summarising explanations they have read. • Expand their vocabulary by learning some technical language and finding definitions of words they don't know. 	<p>about characters through dialogue, actions and reactions.</p> <ul style="list-style-type: none"> • Develop their understanding of plot by summarising the important moments in the story. • Look in detail at a section of a story to explore a characters thoughts. <p>Children will:</p> <ul style="list-style-type: none"> • Explore how different parts of a newspaper can have different purposes e.g. to entertain, to inform. • Discover how newspaper articles have key features to make them easy to read e.g. headline, standfirst, lead 	<p>the senses to create vivid descriptions.</p> <ul style="list-style-type: none"> • Look closely at how Pratima Mitchell creates tension and pace in a section of the story. <p>Children will:</p> <ul style="list-style-type: none"> • Explore the way that advertising is used to change people's minds or persuade them to do something. • Understand that adverts have a purpose, message and intended audience. • Discover how persuasive techniques are used in adverts e.g. emotive language and questions.
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<p>Writing Purpose</p>	<p>The key writing purpose is to write a new chapter of the story with a different dilemma and setting.</p> <p>The key writing purpose is to write an advice leaflet and make a presentation.</p>	<p>The key writing purpose is to write a poem in free verse.</p> <p>The key writing purpose is to write an article in the style of a recount, using language features that are typical of a newspaper.</p>	<p>The key writing purpose is to write a new story using characters from the text.</p> <p>The key writing purpose is to write about a pupil's life at stage school based on a radio interview.</p>	<p>The key writing purpose is to write a playscript scene based on known characters.</p> <p>The key writing purpose is to select evidence to write about and present them.</p>	<p>The key writing purpose is to use the historical setting and characters from Runaways to write a new part of the story from one characters point of view.</p> <p>The key writing purpose is to write an entry for a class newspaper that is set in Victorian times.</p>	<p>The key writing purpose is to use the historical setting and characters from Runaways to write a new part of the story from one characters point of view.</p> <p>The key writing purpose is to write a trailer script to advertise a film for a specific audience.</p>

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