

ENGLISH UNIT OVERVIEWS 2020-2021

Year 4: Unit 1 - Portal Story (time slip)								
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary				
<p>WR -</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp –</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 2 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied 5 <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> • 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure <p>Draft and write by:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot. • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense. Model text to demonstrate – Children to begin to pick this up <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing and suggesting improvements • proof-read for spelling and punctuation error 	<p>G: Paragraphs to organise ideas Powerful verbs and effective adjectives to create atmosphere/action Using a variety of adverbial openers e.g.–ly, how and when Drop in –‘ing’ clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses. Using dialogue to convey character</p> <p>P: Commas to mark clauses and to mark off fronted adverbials Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. “It’s late,” gasped Cinderella!</p>	<p>Sp:</p> <table border="1"> <tr> <td>‘au’ and ‘augh’</td> </tr> <tr> <td>in- prefix</td> </tr> <tr> <td>im- prefix</td> </tr> <tr> <td>il- and ir- prefixes</td> </tr> </table> <p>H: units 1 -ea, 2 – ask, 3 – rie and assess</p> <ul style="list-style-type: none"> • 	‘au’ and ‘augh’	in- prefix	im- prefix	il- and ir- prefixes	<p>R: purpose predict</p> <p>W: atmosphere adverbials clause dialogue</p>
‘au’ and ‘augh’								
in- prefix								
im- prefix								
il- and ir- prefixes								

ENGLISH UNIT OVERVIEWS 2020-2021

Year 4: Unit 2 – Poetry						
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary		
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp – Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 2 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context 1 • asking questions to improve their understanding of a text 8 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally , progressively building a varied and rich vocabulary • <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to vocabulary to improve consistency <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <ul style="list-style-type: none"> • 	<table border="1"> <tr> <td>homophones and near homophones</td> </tr> <tr> <td>-sion</td> </tr> </table> <p>H: units 4 - tt and 5 - sce</p>	homophones and near homophones	-sion	<p>R: etymology and morphology context</p> <p>W: boastful powerful verbs (what does this really mean?)</p>
homophones and near homophones						
-sion						

Year 4: Unit 3 – Diary Entry							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp – Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read 1 • identifying themes and conventions in a wide range of books 3 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning 1 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure • organising paragraphs around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing and suggesting improvements 	<p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It’s great fun.</p> <p>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</p> <p>P: Commas to mark clauses and to mark off fronted adverbials</p>	<p>Sp:</p> <table border="1"> <tr> <td>-sion (se/de/d root words)</td> </tr> <tr> <td>-ssion (root ends in ss or mit)</td> </tr> <tr> <td>tion</td> </tr> </table> <p>H: units 6 –un, 7 – re and assess</p>	-sion (se/de/d root words)	-ssion (root ends in ss or mit)	tion	<p>R: etymology and morphology context</p> <p>W: simile embellish adverbial start clause</p>
-sion (se/de/d root words)							
-ssion (root ends in ss or mit)							
tion							

ENGLISH UNIT OVERVIEWS 2020-2021

Year 4: Unit 4 – Overcoming the monster								
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary				
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp – Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 2 • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 2 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied 5 • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4 <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>G: Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air Powerful verbs and effective adjectives to create atmosphere/action</p> <p>Techniques to move the action forward: e.g. adverbial phrases, sentence of three, dialogue</p> <p>Create tension by using dramatic openers, alliteration, similes, use of senses to describe, move the threat closer</p> <p>Subordination using conjunctions like until and before</p> <p>P: Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>Variety of ending punctuation for effect</p> <ul style="list-style-type: none"> • 	<p>Sp:</p> <table border="1"> <tr><td>cian</td></tr> <tr><td>ough</td></tr> <tr><td>Statutory spelling list</td></tr> <tr><td>assess and review</td></tr> </table> <p>H: units 8 – ly, 9 – speed writing, 10 – ous and assess</p>	cian	ough	Statutory spelling list	assess and review	<p>R: predict inference</p> <p>W: adverbial phrases</p> <p>action</p> <p>fronted adverbials</p>
cian								
ough								
Statutory spelling list								
assess and review								

ENGLISH UNIT OVERVIEWS 2020-2021

Year 4: Unit 5 – Newspaper Report							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp – Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read 1 • identifying themes and conventions in a wide range of books 3 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context 1 • identifying main ideas drawn from more than 1 paragraph and summarising these 3 <p>Retrieve and record information from non-fiction</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>G: Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</p> <p>Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air</p> <p>Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</p> <p>P: Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Use of commas to mark the relative clause Apostrophe for plural possession</p>	<p>Sp:</p> <table border="1"> <tr> <td>homophones and near</td> </tr> <tr> <td>homophones and near</td> </tr> <tr> <td>nouns ending in - ation</td> </tr> </table> <p>H: units 11 – spacing within words, 12 – owf and 13 - mb</p>	homophones and near	homophones and near	nouns ending in - ation	<p>R: retrieve summarise explain</p> <p>W: embellish</p> <p>adverbial phrase</p> <p>compound sentences</p> <p>relative clause</p> <p>apostrophe</p> <p>plural possession</p>
homophones and near							
homophones and near							
nouns ending in - ation							

ENGLISH UNIT OVERVIEWS 2020-2021

Year 4: Unit 6 – Non-Chronological Report									
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary					
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp – Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 2 • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read 1 • identifying themes and conventions in a wide range of books 3 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context 1 • identifying main ideas drawn from more than 1 paragraph and summarising these 3 <p>Retrieve and record information from non-fiction</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors 	<p>G: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.</p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</p> <p>P: commas to mark clauses</p> <ul style="list-style-type: none"> • 	<p>Sp:</p> <table border="1"> <tr> <td>adding prefixes</td> </tr> <tr> <td>sub- and super-</td> </tr> <tr> <td>plural possessive</td> </tr> <tr> <td>apostrophe</td> </tr> <tr> <td>assess and review</td> </tr> </table> <p>H: units 14 - wa, 15 – hi and assess</p>	adding prefixes	sub- and super-	plural possessive	apostrophe	assess and review	<p>R:</p> <p>structure</p> <p>themes and conventions</p> <p>W:</p> <p>clause</p> <p>conjunction</p> <p>subordinate clause</p> <p>relative clause</p>
adding prefixes									
sub- and super-									
plural possessive									
apostrophe									
assess and review									

ENGLISH UNIT OVERVIEWS 2020-2021

Year 4: Unit 7 – Poetry						
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary		
<p>WR -</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp – Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 7 • discussing words and phrases that capture the reader’s interest and imagination 1 • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • asking questions to improve their understanding of a text 8 <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally , progressively building a varied and rich vocabulary • <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to vocabulary to improve consistency <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>G: Powerful verbs e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! Similes and metaphors Grammar relevant to your chosen poem</p> <p>P: punctuation relevant to your chosen poem</p> <ul style="list-style-type: none"> • 	<p>Sp:</p> <table border="1"> <tr> <td>/s/ sound spelt sc</td> </tr> <tr> <td>ce</td> </tr> </table> <p>H: units 16 – speed writing and 17 - ig</p>	/s/ sound spelt sc	ce	<p>R: etymology and morphology context</p> <p>W: boastful powerful verbs (what does this really mean?)</p>
/s/ sound spelt sc						
ce						

Year 4: Unit 8 – Fantasy Story							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp – Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 2 • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 2 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied 5 • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 4 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors 	<p>G: -'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded -'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p>P: Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>Commas to break clauses and openers</p> <ul style="list-style-type: none"> • 	<p>Sp:</p> <table border="1"> <tr> <td>soft c spelt ci</td> </tr> <tr> <td>word families based on common words</td> </tr> <tr> <td>statutory spelling list</td> </tr> </table> <p>H: units 18 - al, 19 – ff and assess</p>	soft c spelt ci	word families based on common words	statutory spelling list	<p>R:</p> <p>predict</p> <p>inference</p> <p>W:</p> <p>clause</p> <p>dialogue</p> <p>inverted commas</p>
soft c spelt ci							
word families based on common words							
statutory spelling list							

ENGLISH UNIT OVERVIEWS 2020-2021

Year 4: Unit 9 – Finding Tale (set in an ancient world)								
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary				
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp – Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 2 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 4 <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors 	<p>G: '-ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded '-ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather. *RECAP from previous unit</p> <p>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Fronted adverbials Nouns formed from prefixes e.g. auto... super...anti...</p> <p>P: Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>Commas to break clauses and openers</p>	<p>Sp:</p> <table border="1"> <tr> <td>inter- prefix</td> </tr> <tr> <td>anti- prefix</td> </tr> <tr> <td>auto- prefix</td> </tr> <tr> <td>ex- prefix</td> </tr> </table> <p>H: units 20 - rec, 21 – s', 22 – ar and assess</p>	inter- prefix	anti- prefix	auto- prefix	ex- prefix	<p>R: predict</p> <p>inference</p> <p>W: clause</p> <p>dialogue</p> <p>inverted commas</p>
inter- prefix								
anti- prefix								
auto- prefix								
ex- prefix								

ENGLISH UNIT OVERVIEWS 2020-2021

Year 4: Unit 10 – Poetry							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp – Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 7 • discussing words and phrases that capture the reader’s interest and imagination 1 • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • asking questions to improve their understanding of a text 8 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally , progressively building a varied and rich vocabulary • <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to vocabulary to improve consistency <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>G: Powerful verbs e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! Similes and metaphors Grammar relevant to your chosen poem</p> <p>P: punctuation relevant to your chosen poem</p> <ul style="list-style-type: none"> • 	<p>Sp:</p> <table border="1"> <tr> <td>non- prefix</td> </tr> <tr> <td>words ending ar and er</td> </tr> <tr> <td>assess and review</td> </tr> </table> <p>H: units 23 - captions, 24 – ive and assess</p>	non- prefix	words ending ar and er	assess and review	<p>R: etymology and morphology context</p> <p>W: boastful powerful verbs (what does this really mean?)</p>
non- prefix							
words ending ar and er							
assess and review							

Year 4: Unit 11 – Persuasion							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp – Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read 1 • identifying themes and conventions in a wide range of books 3 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context 1 • asking questions to improve their understanding of a text 8 • identifying main ideas drawn from more than 1 paragraph and summarising these 3 • identifying how language, structure, and presentation contribute to meaning 1 <p>Retrieve and record information from non-fiction</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (immerse children in a range of advertisements) <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures – focus on which sentences are best. Long and drawn out or short and snappy? When is each appropriate? <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing and suggesting improvements • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>G: Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p>Conditionals - could, should, would extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>P: commas to mark clauses Apostrophe for possession, plural and singular</p> <ul style="list-style-type: none"> • 	<p>Sp:</p> <table border="1"> <tr> <td>-ous suffix</td> </tr> <tr> <td>adding -ous with no definitive root word</td> </tr> <tr> <td>-ous suffix to words ending ‘y’ and ‘our’</td> </tr> </table> <p>H: units 25 – break letters, 26 – drafting and editing and assess</p>	-ous suffix	adding -ous with no definitive root word	-ous suffix to words ending ‘y’ and ‘our’	<p>R:</p> <p>themes and conventions</p> <p>context</p> <p>meaning</p> <p>summarise</p> <p>retrieve</p> <p>W:</p> <p>repetition</p> <p>conditional</p> <p>apostrophe</p>
-ous suffix							
adding -ous with no definitive root word							
-ous suffix to words ending ‘y’ and ‘our’							

ENGLISH UNIT OVERVIEWS 2020-2021

Year 4: Unit 12 – Twisted Tale							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 where these occur in the word <p>Comp – Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 2 • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 2 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4 <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • proof-read for spelling and punctuation errors 	<p>-‘ed’ clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded -‘ing’ clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather. *RECAP from previous units</p> <p>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Fronted adverbials Nouns formed from prefixes e.g. auto... super...anti... using conjunctions, adverbs and prepositions to express time and cause</p> <p>P: Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Commas to break clauses and openers</p>	<p>Sp:</p> <table border="1"> <tr> <td>Suffix -ous Words Ending in 'e'. Drop the 'e' but Not 'ge</td> </tr> <tr> <td>adverbials of frequency and possibility</td> </tr> <tr> <td>adverbials of manner</td> </tr> </table> <p>H: units 27 – speed writing, 28 – Tt and assess</p>	Suffix -ous Words Ending in 'e'. Drop the 'e' but Not 'ge	adverbials of frequency and possibility	adverbials of manner	<p>R: themes and conventions context meaning summarise retrieve W: prefix inverted commas</p>
Suffix -ous Words Ending in 'e'. Drop the 'e' but Not 'ge							
adverbials of frequency and possibility							
adverbials of manner							