



Year 4 English Overview		
Autumn	Spring	Summer
<p align="center"><u>Focus texts for writing</u></p> 	<p align="center"><u>Focus texts for writing</u></p> 	<p align="center"><u>Focus texts for writing</u></p> 
<p align="center"><u>Active English Focus 1</u> Main clauses, Coordination and subordination, nouns, adjectives, Expanded noun phrases</p> <p align="center"><u>Active English Focus 2</u> Openers (different types from AE cards)</p> <p align="center"><u>Active English Focus 3</u> Recap coordination and subordination, verb choices and adverbs, fronted adverbials</p> <p align="center"><u>Active English Focus 4</u> Formal language, paragraphs/paragraph openings, other word classes (preposition, determiners etc)</p>	<p align="center"><u>Active English Focus 1</u> Recap of Autumn terms AE objectives covered so far</p> <p align="center"><u>Active English Focus 2</u> Pronouns, possessive pronouns, subordination and coordination, adjectives, ENP, adverbs, adverbials</p> <p align="center"><u>Active English Focus 3</u> Direct speech, openers, sentence type and selection, punctuation types (commas, brackets)</p> <p align="center"><u>Active English Focus 4</u> Persuasive language, main, subordinate and relative clauses</p>	<p align="center"><u>Active English Focus 1</u> Word classes and punctuation that has yet to be covered, statements, commands, exclamation</p> <p align="center"><u>Active English Focus 2</u> Areas of weakness and other areas that need to be consolidated</p> <p align="center"><u>Active English Focus 3</u> Direct speech, Areas of weakness and other areas that need to be consolidated</p> <p align="center"><u>Active English Focus 4</u> Factual writing, areas of weakness and other areas that need to be consolidated</p>
<p align="center"><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Narrative problem & resolution - (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>	<p align="center"><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Diary entry - (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>	<p align="center"><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Informational - (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>

<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Newspaper</u> – to be written in Independent Writing books.</p> <p><u>Narrative</u> – description – to be written in Independent Writing books.</p> <p><u>Non-chronological report</u> - to be written in Independent Writing books.</p>	<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Narrative - mystery</u> – to be written in Independent Writing books.</p> <p><u>Narrative</u> – speech to progress action – to be written in Independent Writing books.</p> <p><u>Letter</u> – formal - to be written in Independent Writing books.</p>	<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Narrative - retell</u> – to be written in Independent Writing books.</p> <p><u>Persuasive text</u> – to be written in Independent Writing books.</p> <p><u>Information text</u> – to be written in Independent Writing books.</p>
<p style="text-align: center;"><u>Spelling Autumn Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p>‘ed’ words (1 weeks)</p> <p>‘ing’ words (1weeks)</p> <p>‘er’ words (1 weeks)</p> <p>Year 3 and 4 spelling list (1 week)</p> <p>‘y’ instead of ‘l’ words e.g. gym (1 weeks)</p> <p>Able and ible words (1 week)</p> <p>Homophones (2 weeks)</p> <p>REVISION OF TERMS WORDS (2 weeks)</p> <p>3 WORDS FROM BOTH YEAR 3 AND 4 SPELLING LISTS COMPLETED EACH WEEK</p>	<p style="text-align: center;"><u>Spelling Spring Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p>Pre fixes mis-, dis-, im- (2 weeks)</p> <p>Pre fixes il-, ir-, re-, auto, sub-, inter-, super-, anti- (3 weeks)</p> <p>Able and ible words (2 weeks)</p> <p>Homophones (2 weeks)</p> <p>Year 3 and 4 spelling lists (1 week)</p> <p>REVISION OF TERMS WORDS (2 weeks)</p> <p>3 WORDS FROM BOTH YEAR 3 AND 4 SPELLING LISTS COMPLETED EACH WEEK</p>	<p style="text-align: center;"><u>Spelling Summer Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p>Tion, sion, ssion cian words (2 weeks)</p> <p>Ough words (1 weeks)</p> <p>Silent letters (1 weeks)</p> <p>Sure and ture words (2 weeks)</p> <p>Gue and que words (1 week)</p> <p>Cial and tial (1 week)</p> <p>Homophones (1 week)</p> <p>ch where it sounds like ‘sh’ or ‘k’ (1 week)</p> <p>year 3 and 4 spelling lists (2 weeks)</p> <p>3 WORDS FROM BOTH YEAR 3 AND 4 SPELLING LISTS COMPLETED EACH WEEK</p>

