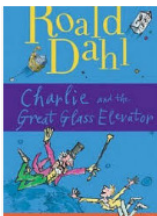


Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 4	<ul style="list-style-type: none"> Author study Fantasy or science fiction stories Myths and legends Stories in unfamiliar settings (historical, geographical etc.) Adventure 	<ul style="list-style-type: none"> Non-chronological reports Recounts Instructions Persuasion Explanation 	<ul style="list-style-type: none"> Structured poetry Performance poetry

Writing Style Guide - Year 4

- Build an image
- Use metaphor
- Show emotion in writing
- Use '3_ed' sentences e.g. Confused, worried and bewildered, they peered through the trees
- Add emotion starters e.g. Ecstatic, she waved her exam results in the air
- Add fronted adverbials e.g. Shaking with rage, she banged on the door
- Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing?
- Use powerful verbs for speech
- Add more exact adjectives for colours e.g. russet
- Add ing and ed adjectives e.g. the swooping seagull
- Write in third person objective (the facts are reported by a seemingly neutral, impersonal observer or recorder)
- Remember the 'show don't tell' rule

Nouns should be built upon every year. Children need to build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.

Read Aloud to Year 4 and Book Study	Author/ Genre Box
 <p>Charlie and the Great Glass Elevator</p>	Roald Dahl

It should be noted that not all objectives will be recorded here. English is usually taught in a wide range of contexts and this is purely for planning units taught in regular English writing sessions. Additional time will be spent on reading and transcription skills. 'Outcomes' refer not only to learning outcomes but to the actual pieces that the pupils will write (or perform).

Objectives for Year 4 Term 2

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing
<p>Speaking, Listening and Discussion Tell a story which is clear, structured and detailed Recognise and analyse formal/informal registers when listening Address alternative opinions in discussion</p> <p>Drama Choose vocabulary and movement to match the place and time in a scene</p>	<p>Word Reading Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Retell myths and legends focusing on the themes</p> <p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify how the layout in book and screen-based texts aids the reader Select and discuss effective words and phrases e.g. figurative language Recognise the viewpoint of the author Make connections between texts in terms of plot, similar characters, same author etc.</p> <p>Being a Researcher Distinguish between fact and opinion in order to verify the accuracy and reliability of information Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Create writing which is organised, imaginative and clear Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes Write in the style of an author or poet who has been studied Write a satisfying ending Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use adverbs to express frequency e.g. often and manner e.g. loudly Identify and recognise adverbial phrases and clauses Use fronted adverbials Use commas to mark off fronted adverbials Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was Fully understand the difference between plural and possessive s Use apostrophes to show plural possession e.g. The boys' house</p>
Transcription		
<p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell words with the -tion ending Spell words with the -sion ending Spell words with the -ssion ending Spell words with the -cian ending Add suffixes to words ending in -f, -ff, -ve and -fe Spell more common homophones Spell plural words with possessive apostrophes e.g. girls', children's Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Improve the quality of handwriting by tackling any issues consistently Present on-screen texts which will appeal to the reader (Autumn term Computing)</p>		