

	English	Framework	Year 4
	Autumn Term	Spring Term	Summer Term
Content	<p><b>Book Study Unit: The Power of Reading</b>  <i>Books: The Miraculous Journey of Edward Tulane by Kate DiCamillo</i></p> <p><b>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence (KPI-R)</b></p> <p><b>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)</b></p> <p><b>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context (KPI-R)</b></p> <p><b>Identifies main ideas drawn from more than one paragraph and summarises these (KPI-R)</b></p> <p><b>In narratives, creates settings, characters and plot (KPI-W)</b></p> <p><b>Organises paragraphs around a theme (KPI-W)</b></p> <ul style="list-style-type: none"> <li>Explore illustrations linked to the text and use to predict the plot and character information</li> <li>Role on the wall for different characters</li> <li>Hot seating as main characters</li> <li>Write in role as the main character and Rosie</li> <li>Write poetry based on a character's actions and feelings</li> <li>Retell the story and compare to other stories with familiar and imaginative settings</li> <li>Rewrite part of the story as a play script and perform in groups</li> <li>Create detailed story map of plot so far</li> <li>Summarise the story and journey of the characters</li> <li>Consider the relationship of two characters using poetry, music and song writing</li> </ul> <p><b>Non-Fiction: Recounts</b></p>	<p><b>Non-Fiction: Persuasive Texts</b>  <b>Retrieves and records information from non-fiction (KPI-R)</b></p> <p>Paper adverts</p> <ul style="list-style-type: none"> <li>Look at a variety of paper based adverts</li> <li>Discuss the purpose of the text – how do they make the reader feel?</li> </ul> <p>Television Commercials</p> <ul style="list-style-type: none"> <li>Are they effective?</li> <li>What could be changed to make them feel more persuasive?</li> </ul> <p>Horrible Histories</p> <ul style="list-style-type: none"> <li>Watch an episode and pick out the features that would be included in a trailer to persuade people to watch</li> <li>Create a story board for trailer</li> <li>Create trailer – perform and evaluate</li> </ul> <p>Film Trailers</p> <ul style="list-style-type: none"> <li>Variety of film trailers</li> <li>Children to identify how it makes them. Do they want to see the film?</li> </ul> <p><b>Book Study Unit: The Power of Reading</b>  <i>Books: Varjak Paw by SF Said</i></p> <p><b>Uses inverted commas and other punctuation to indicate direct speech (KPI-W)</b></p> <p><b>Identifies themes and conventions in a wide range of books (KPI-R)</b></p> <p><b>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence (KPI-R)</b></p> <p><b>Adopt, create and sustain a range of roles</b></p> <ul style="list-style-type: none"> <li>Discussing texts aloud and justifying opinions with evidence from the text</li> <li>Predict events in the story</li> </ul>	<p><b>Explanation Texts</b>  <b>Retrieves and records information from non-fiction (KPI-R)</b></p> <p><b>Proof-reads for spelling and punctuation errors (KPI-W)</b></p> <p><b>Identifies main ideas drawn from more than one paragraph and summarises these (KPI-R)</b></p> <p><b>Recognises the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as a numbering and headings in instructions.</b></p> <p>A variety of explanation texts</p> <ul style="list-style-type: none"> <li>Read a variety of texts</li> <li>Identify the main structural and linguistic features</li> <li>Look at sequencing and text reconstruction</li> <li>Explain situations using role play</li> </ul> <p>The Shirt Machine by Jon Davis</p> <ul style="list-style-type: none"> <li>Express thoughts and opinions</li> <li>Through role play explore different aspects of the story / film</li> <li>Look at still images to explain the workings of the shirt machine</li> <li>Place workings of machine in to a flow diagram</li> <li>Create a success criteria for writing</li> <li>Explain how the shirt machine works</li> </ul> <p><b>Book Study Unit:</b>  <i>Book: Jemmy Button by Barzelay, Vidali and Uman</i></p> <p><b>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)</b></p>

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	<p><b>Organises paragraphs around a theme (KPI-W)</b>  <b>Listens to and discusses a wide range of fiction, poetry, plays, <u>non-fiction and reference books</u> or textbooks (KPI-R)</b>  <b>Retrieves and records information from non-fiction (KPI-R)</b>  <b>Identifies main ideas drawn from more than one paragraph and summarises these (KPI-R)</b>  Current newspaper articles</p> <ul style="list-style-type: none"> <li>Identify words and phrases that play with our emotions</li> <li>Identify the 5W's</li> <li>Retrieve information from a newspaper article</li> <li>Identify the features of a newspaper article</li> </ul> <p>Grandad and The Laundry Basket (found on Literacy Framework web site)</p> <p><b>Predicts what might happen from details stated and implied (KPI-R)</b></p> <ul style="list-style-type: none"> <li>Give opinions on film</li> <li>Create timeline of events</li> <li>Make notes from the point of view of a given character</li> <li>Create freeze frames</li> <li>Discover other people views and ideas about the family</li> <li>Create a headline and newspaper article</li> </ul> <p><b>Poetry</b>  <i>Books: The Beach by W Heart-Smith, Charlotte's Dog by Kit Wright</i>  <b>Listens to and discusses a wide range of fiction, <u>poetry</u>, plays, non-fiction and reference books or textbooks (KPI-R)</b>  <i>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i></p>	<ul style="list-style-type: none"> <li>Empathise with characters in a text and infer their motives and actions</li> <li>Write a first hand recount as a character</li> <li>Describe specific scenes in a book</li> <li>Compose sense poems</li> <li>Write a newspaper report about events in the story</li> <li>Write own narrative based on the plot</li> </ul> <p><b>Poetry: Exploring form</b>  <b>Listens to and discusses a wide range of fiction, <u>poetry</u>, plays, non-fiction and reference books or textbooks (KPI-R)</b>  <b>Participate in discussions, presentations, performances, role play, improvisations and debates</b></p> <ul style="list-style-type: none"> <li>Read poems (haiku and cinquain)</li> <li>Discuss how spoken rhythm can bring poem to life</li> <li>Perform chosen poems</li> <li>Record and evaluate performance</li> <li>Take photograph that is linked to chosen poem</li> <li>Manipulate the picture to gain chosen effect</li> <li>Add a soundtrack to the poem</li> </ul>	<p><b>Classic Poems</b>  <b>Listens to and discusses a wide range of fiction, <u>poetry</u>, plays, non-fiction and reference books or textbooks (KPI-R)</b>  <b>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context (KPI-R)</b>  <b>Discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts.</b></p> <ul style="list-style-type: none"> <li>Look at examples of classic poems including The Eagle, children to investigate language and layout</li> <li>Children to write their own versions of the poem, looking at the end pattern</li> <li>Children to use a self-chosen starting point to write their own version</li> </ul>
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	<p><b><i>Participate in discussions, presentations, performances, role play, improvisations and debates</i></b></p> <p><b><i>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i></b></p> <ul style="list-style-type: none"> <li>• Listen to and read a variety of poetry</li> <li>• Create images from listening to a poem</li> <li>• Use similes to create images</li> <li>• Write a poem using similes</li> <li>• Perform poem</li> </ul>		
Spelling/ Phonics	<p><b>Proof-reads for spelling and punctuation errors (KPI-W)</b></p> <p><b><i>Spell words that are often misspelt</i></b></p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>	<p><b>Proof-reads for spelling and punctuation errors (KPI-W)</b></p> <p><b>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (KPI-W)</b></p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>	<p><b>Proof-reads for spelling and punctuation errors (KPI-W)</b></p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>
Handwriting	<p><b><i>Use joined-up handwriting throughout all independent writing</i></b></p> <p><b><i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i></b></p> <p>Pen pals Term 1 Units 1-10</p>	<p><b><i>Use joined-up handwriting throughout all independent writing</i></b></p> <p><b><i>Increase the legibility, consistency and quality of their handwriting</i></b></p> <p>Pen pals Term 2 Units 11-20</p>	<p><b><i>Use joined-up handwriting throughout all independent writing</i></b></p> <p><b><i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i></b></p> <p>Pen pals Term 3 Units 21-20</p>
Grammar	<p><b>Uses dictionaries to check the meaning of words that have been read (KPI-R)</b></p> <p><b><i>Uses inverted commas and other punctuation to indicate direct speech</i></b></p> <p><b><i>Uses Standard English forms for verb inflections instead of local spoken forms.</i></b></p> <p><b><i>Develop their understanding of the concepts set out in English Appendix 2</i></b></p>	<p><b>Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met (KPI-R)</b></p> <p><b>Proof-reads for spelling and punctuation errors (KPI-W)</b></p>	<p><b>Proof-reads for spelling and punctuation errors (KPI-W)</b></p> <p><b><i>Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</i></b></p> <p><b><i>Uses frontal adverbials</i></b></p>

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	<p>PUNCTUATION inverted commas for speech  PUNCTUATION apostrophes of possession  PUNCTUATION apostrophes of omission</p>	<p><i>Develop their understanding of the concepts set out in English Appendix 2</i></p> <p>SENTENCE fronted adverbial  PREFIXES root words  SUFFIXES root words</p>	<p><i>Place the apostrophe in words with regular plurals (eg girls' boys') and in words with irregular plurals (eg children's)</i>  <i>Develop their understanding of the concepts set out in English Appendix 2</i></p> <p>PRONOUNS personal  PREFIXES un, im, dis and mis  SUFFIXES ism, ment, ship and age</p>
Guided Reading	<p><b>Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met (KPI-R)</b>  <b>Identifies themes and conventions in a wide range of books (KPI-R)</b>  <b>Predicts what might happen from details stated and implied (KPI-R)</b>  <i>Summarise and present a familiar story in their own words</i></p>	<p><b>Reads further exception words, noting the unusual correspondences between spelling sound and where these occur in the word (KPI-R)</b>  <b>Retrieves and records information from non-fiction (KPI-R)</b>  <b>Predicts what might happen from details stated and implied (KPI-R)</b>  <b>Identifies themes and conventions in a wide range of books (KPI-R)</b></p>	<p><b>Draws inferences such as inferring characters feelings, thoughts and motives from their actions and justifies inferences with evidence (KPI-R)</b>  <b>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context (KPI-R)</b>  <b>Identifies themes and conventions in a wide range of books (KPI-R)</b>  <i>Works out how to read unfamiliar words with increasing automaticity.</i></p>
Class Novel	<p><i>A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.</i>  <i>Develop positive attitudes to reading and understanding of what they read</i></p> <p>The Wolves of Willoughby Chase – J Aiken  Wreck of the Zanzibar – M Morpurgo  Story of Tracey Beaker – J Wilson</p>	<p><i>A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.</i>  <i>Develop positive attitudes to reading and understanding of what they read</i></p> <p>Matilda – R Dahl  The Peppermint Pig – N Bawden  Someday Angeline – L Sacher</p>	<p><i>A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.</i>  <i>Develop positive attitudes to reading and understanding of what they read</i></p> <p>Harry Potter and the Philosophers Stone – JK Rowling  Journey to the River Sea – E Ibbotson  The Tale of Despereaux – Kate DiCamillo</p>

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