

Year 4

Feniton Curriculum Design - English

Half Term	Main Outcome Purpose for Writing	Texts That Teach	Priority Objective/s To include grammar and punctuation.	WHY teach this unit now? Relevance to class/school setting/wider curriculum	Progression HOW will this unit build on prior learning?
Autumn 1	Unit 1 Fiction – story To write a story using a brave character on a journey.	She Wolf by Dan Smith	Character description – simply expanded noun phrases and adverbials to provide detail about where and when things happened. Beginning to explore multiclaue sentences. Use of simple coordinating and subordinating conjunctions. Starting points of dialogue writing.	Story set in Anglo-Saxon and Viking times with Anglo-Saxon and Viking characters linking to history topics. Starting point of year 4 to explore how children write about characters and settings.	Consolidate use of Y3 conjunctions when, although, after, while, so because. Consolidate use of simple expanded noun phrases using prepositional phrases and modification before the noun. Consolidate use of inverted commas using “ ” punctuation.
	Unit 2 Fiction – poetry To respond to art through poetry.	Paint me a poem by Grace Nichols	Experience poem layouts and setting criteria for a regular stanza pattern. Repetition for effect. Writing similes.	Link to Viking art and effects of the images on the viewer. Liked to vocabulary work, description and knowing meaning to enhance writing effects.	Building on Y3 adverbs (then, next, finally, therefore) with Y4 time adverbials and more expansive vocabulary choices for how something happens.
Autumn 2	Unit 3 Non-fiction - discussion To write a discussion text about a historical question.	Are Humans Damaging the Atmosphere?	Use clause and phrase constructions suitable for the degree of formality in the text. Focus and drive the reader’s interest through the use of questions for text cohesion. Use presentation and layout to support the reader.	Beginning debate style discussion in preparation for persuasive text later in year.	Builds on class participation, talking about their ideas and thoughts. Beginning to justify with reasons and examples.
	Unit 4 Non-fiction – non-chronological report To write an information text about a time in history or an event.	How to live like a stone age hunter by Anita Ganeri	Write informally, first person, feelings, using contractions, short sentences for impact. Include a set of instructions using commands, questions and adverbials to provide sufficient information to follow them. Use parentheses to provide extra information, decide best punctuation to demarcate it.	Links to history topic as a Viking hunter.	Builds on Y3 target of beginning to use different features to organise non-fiction writing (headings, subheadings, bullet points).

Spring 1	Unit 5 Fiction – short story To write a short story building tension quickly to a dramatic outcome.	Hoot by Carl Haaisen	Expanded noun phrases, powerful verbs, prepositional phrases. Dialogue and correct punctuation Coordinating conjunctions, subordinating conjunctions.unit 5 continued n	Link with geography topic Beyond the Magic kingdom – set in Florida, owls under threat. Also Linked to Slaveika Aladjova sea turtle art topic.	Building on unit 1 exploring more challenging expanded noun phrases, using adjectives, adverbs and prepositions. Also building on use of dialogue for effect and further punctuation (, . A ? !) from unit 1. Further use of more challenging subordinating and coordinating conjunctions.
	Unit 6 Non-fiction– newspaper To write a newspaper article about the decline of the Sea Turtle.	Hoot by Carl Haaisen	Simple and compound sentences. Article to give unbiased viewpoint.	Link with geography topic Beyond the Magic kingdom – set in Florida, owls under threat. Also Linked to Slaveika Aladjova sea turtle art topic.	Building on learning from units 4 and 5 using different sentence types.
Spring 2	Unit 7 Fiction – characters in a non-fiction style. To write a Fairy Tale character ‘ology. <u>Instructions.</u>	Dragonology and Monsterology by Ernest Drake, Stone Golbins by David Melling.	Imperative verbs. Use layout to guide the reader through the information. Possessive apostrophe.	Linked to fairy tale type stories and Stone Goblin book. Talk for writing teaching sequence, included instructions, mini poetry, explanation and report writing.	Build on Y3 apostrophe for plural possession with Y4 possession. Improving description and exploration of characters through word choices.
	Unit 8 Fiction – characters in a non-fiction style. To write a Fairy Tale character ‘ology. <u>Report.</u>	Dragonology and Monsterology by Ernest Drake, Stone Golbins by David Melling.	Formal tone. Use a range of sentence constructions and vocabulary to communicate meaning effectively. Use layout to guide the reader through the information. Possessive apostrophe.	Second part of above links - fairy tale type stories and Stone Goblin book. Talk for writing teaching sequence, included instructions, mini poetry, explanation and report writing.	Build on Y3 apostrophe for plural possession with Y4 possession.
Summer 1	Unit 9 Non-fiction – biography Write a biography about a well-known conservationist and/or naturalist.	Plastic Sucks by Dougie Poynter	Divide biography into clear sections and paragraphs. Use adverbs/adverbial phrases of time and place for precision, detail and concise information. Expand noun phrases: precise choices of adjectives to convey a lot of information concisely. Commas after fronted adverbials.	Links to geography topic sustainability, work on conservation, climate change effects and the way some humans experience the world.	Builds on expanded noun phrases used in non-fiction. More concise information and relevant factual information. Learning how to research and choose appropriate information.

	Unit 10 Fiction-Poetry Write about what might be found washed up on a beach in Melanesia.	Beachcomber by George Mackay Brown	Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures. Learning about determiners.	Links to science states matter and geography topic on sustainability. Also linking to Melanesia work and climate change issues in the region. Links to illustration: panels Astrid Jaekel created for Edinburgh's Rose Street: http://www.astridjaekel.com/Beachcomber	Builds on Y3: preposition recap and exploring work
Summer 2	Unit 11 Non-fiction – persuasive letter Write a letter to a supermarket persuading them to use less single-use plastic.	RSPB letter (Babcock)	Persuasive language devices. Adverbial phrase, expanded noun phrase, paragraphing.	Linked to sustainability, climate change and Melanesia, reducing plastic pollution and particularly single-use plastics.	Builds on discussion unit 3 and formality from unit 8. Persuasive writing techniques new. Begin Y5: modal verb, relative pronoun, relative clause
	Unit 12 Fiction - Matchbook story chapters	Hope Jones saves the world by Josh Lacey	Create own new adventure, characters, settings, dialogue, speech, adverbials, clauses.	Linked to sustainability, climate change and Melanesia, reducing plastic pollution and particularly single-use plastics. Understanding how one person can make a small difference which when done by many means big changes can be made in the world.	Builds on story writing focussing on specific chapters that determine the main story emphasis. Consolidation of punctuation skills. Writing an extract to fine tune sentence writing skills.

End Points

Fiction and Poetry

By the end of the year, children will be able to...

Create settings, characters and plot in story writing.

Use subheadings and bullet points in information writing.

Use pronouns to avoid repetition and help link sentences together.

Use paragraphs to organise my writing.

Use noun phrases (noun + adjective) with a modifying word in front e.g. the fairly small tree.

Use noun phrases with a prepositional phrases after the noun e.g. the old man with a grey beard.

Use a wide range of conjunctions (e.g. when, before, after, so, because, although).

Use adverbs to explain the time, the place or the manner of an activity e.g. Finally, underneath, slowly.

Use adverbials to explain time, place or manner e.g. before sunset, outside the house, without a sound.

Use fronted adverbials (e.g. starting sentences with the examples above).

Use lots of different verb forms e.g. present (hop)/past (hopped)/progressive (hopping)/perfect have hopped.

Use correct verb forms e.g. I did (not 'I done') We were (not 'we was').

Non-Fiction

By the end of the year, children will be able to...

Use headings, subheadings and paragraphs to separate information.

Use noun phrases (noun + adjective) with a modifying word in front e.g. the fairly small tree.

Use noun phrases with a prepositional phrases after the noun e.g. the old man with a grey beard.

Use a wide range of conjunctions (e.g. when, before, after, so, because, although).

Use adverbs to explain the time, the place or the manner of an activity e.g. Finally, underneath, slowly.

Use adverbials to explain time, place or manner e.g. before sunset, outside the house, without a sound.

Use fronted adverbials (e.g. starting sentences with the examples above).

Use lots of different verb forms e.g. present (hop)/past (hopped)/progressive (hopping)/perfect have hopped.

Use correct verb forms e.g. I did (not 'I done') We were (not 'we was').

In all writing:

Include the important features of different types of writing.

Use an interesting variety of word choices for different types of writing.

Improve my writing by rehearsing it first to improve my word choices and sentence structures.

Evaluate my writing and suggest improvements.

Proof read my writing for spellings and punctuation.

Use a dictionary to check spelling when it can help.