



English Martyrs' Primary School – English Curriculum

ENGLISH – YEAR 4		
Texts	Autumn 1	Autumn 2
<b>The Littlest Viking</b>  <b>Secrets of a Sun King</b>	Narrative - Plan and write their own setting description of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.  Write in role as a character from a story.	Narrative- Write an advertisement focussing on how information should be best presented.  Persuasion - Write an advertisement focussing on how information should be presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices .
	<ul style="list-style-type: none"> <li>• Plan and write their own version of a familiar story with a focus on varied and rich vocabulary</li> <li>• In narratives, write in role and describe settings and characters using "show not tell" techniques</li> <li>• Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution</li> <li>• Write a recount in the 1st person with a clear audience and form</li> <li>• In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices e.g. puns, alliteration and invented words</li> <li>• Organise into paragraphs around a theme and for different sections of a story</li> <li>• Include descriptive and expanded noun phrases to evoke setting and make it more vivid</li> <li>• Use a varied and rich vocabulary drawn from reading</li> <li>• Begin to use fronted adverbials</li> <li>• Use inverted commas accurately to punctuate direct speech</li> <li>• Begin to use sentences with more than one clause</li> <li>• Spell some words from Year 3/4 correctly and spell words in contracted form correctly</li> <li>• Consistently use joined writing</li> </ul>	
	<b>Greater Depth</b>	<b>Greater Depth</b>
	<ul style="list-style-type: none"> <li>• Add character descriptions designed to provoke sympathy or dislike in the reader.</li> <li>• Make a change to the person it is written in, the audience or form and chose what text and language features to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>Use sentence type and length to create tension and impact on the reader</li> <li>• Change the advert into a different form e.g. poster to TV advert, changing organisational devices, use of vocabulary and linguistic devices</li> </ul>
	Use character descriptions designed to provoke sympathy or dislike in the reader <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>• Use sentence type and length to create tension and impact on the reader</li> <li>• Adapt or maintain writing in the 1st and 3rd person</li> <li>• Select form of writing and make vocabulary and grammar choice based on audience</li> </ul>	



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Texts	Spring 1	Spring 2
James and the Giant Peach	<p>Narrative - Plan and write their own setting description of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures</p> <p>Explanation - Write an explanation in an appropriate style adopting the use of language and grammar for the form and audience</p>	Poetry - Recognise some different forms of poetry, e.g, free verse explaining features and purposes.
Escape from Pompeii	<ul style="list-style-type: none"> <li>• Plan a complete story focussed on organisational devices</li> <li>• Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere</li> <li>• Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience</li> <li>• Write a report with a clear audience and specific form</li> <li>• Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose</li> <li>• Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately</li> <li>• Use pronouns and nouns to aid cohesion and avoid repetition</li> <li>• Confidently use fronted adverbials using a comma after the fronted adverbial</li> <li>• Begin to use relative clauses</li> <li>• Develop the use of sentences with more than one clause</li> </ul>	
	<b>Greater Depth</b>	<b>Greater Depth</b>
	<ul style="list-style-type: none"> <li>• Transform the narrative through a change in atmosphere, varying the vocabulary to support it.</li> <li>• Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with using different organisational devices with some attempt to link paragraphs together</li> <li>• Write same explanation in an informal style noting change of audience and form to suit this text</li> </ul>
	<ul style="list-style-type: none"> <li>• Use a range of conjunctions to support cohesion within writing</li> <li>• Adapt style of writing based on a change to audience and form</li> <li>• Explore and manage the shifts between past and present tense appropriately within information texts</li> <li>• Use a range of descriptive techniques to manage changes in mood and atmosphere</li> </ul>	

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Texts	Summer 1	Summer 2
Harry Potter and the Philosophers Stone	<p>Explanation - Write an explanation in an appropriate style adopting the use of language and grammar for the form and audience.</p> <p>Narrative - Write in role as a character from a story</p>	<p>Narrative - Plan and write a complete story by identifying stages in the telling: introduction, build-up, climax or conflict, resolution</p> <p>Recount - Write a recount in the form of a newspaper report Use direct quotes linking paragraphs together appropriately.</p>
	<ul style="list-style-type: none"> <li>• In narratives, write in role and describe settings and characters using "show not tell" techniques</li> <li>• Write a recount in the form of a newspaper report</li> <li>• Write a comparative report based on their own notes taken from several sources</li> <li>• Use a range of devices to structure the writing and support the reader based on the form and purpose</li> <li>• Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession, inverted commas)</li> <li>• Use fronted adverbials including the correct use of a comma</li> <li>• Develop the use of sentences with more than one clause by using a wider range of conjunctions</li> <li>• Effectively use conjunctions, adverbs and prepositions to express time, cause and place</li> <li>• Spell correctly most words from the Year 3/4 spelling list</li> <li>• Use joined-up writing throughout all independent writing</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing</li> </ul>	
	<b>Greater Depth</b>	<b>Greater Depth</b>
	<ul style="list-style-type: none"> <li>• Change the narrative voice or write from two perspectives</li> <li>• Same recount in a different form and style e.g. Recount events as a diary</li> </ul>	<ul style="list-style-type: none"> <li>• Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</li> <li>• Transform the narrative through a change in atmosphere, varying the vocabulary to support it.</li> </ul>
	<ul style="list-style-type: none"> <li>• Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form</li> <li>• Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood</li> <li>• Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation</li> <li>• Consistently use a range of conjunctions to support cohesion</li> <li>• Use a range of precise vocabulary</li> <li>• Consistently produce legible joined handwriting</li> <li>• Evaluate and re-draft own writing, proposing changes to grammar and vocabulary</li> </ul>	