

English Curriculum Map: Year 4

This map outlines the English that will be taught in English lessons, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects of English through guided reading, independent reading, listening to books read aloud, and standalone spelling and handwriting lessons. The two right-side columns focus on Standard English and should be read in conjunction with the programmes of study in the National Curriculum as it sets out the statutory requirements. The columns show when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

| Unit | Time | Texts | Outcomes | English Language Opportunities | On-going Language Teaching |
|-------------------------|---------------------|--|---|---|--|
| Classic Narratives | Autumn 1 5 weeks | The Thieves of Ostia By Caroline Lawrence | Personal response -Character study -Extended narrative | Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>) Use fronted adverbials to show how/when an event occurs • Use expanded noun phrases to add detail & description • Use subordinate clauses to add detail or context • Use nouns & | Formation of nouns using a range of prefixes such as super-, anti-, auto- |
| Poetry | Autumn 2 2 week | Remember, Remember the 5 th November Poems by well-known poet or types of poems | Personal response - Recitation/performance of poem -Hand-written version of poem for class anthology | | Use of the determiners a or an according to whether the next word begins with a consonant or a vowel |
| Non-Fiction | Autumn 2 5 weeks | Instructions- Celtic soup Diary of a soldier Range of high quality non-fiction linked to wider topic/foundation subjects | -Extract from non-fiction text (2x double A4 page) or -ICT text such as webpage | | The grammatical difference between plural and possessive -s Standard English |
| Contemporary Narratives | Spring 1 5 weeks | The Egyptian Cinderella by Shirley Climo | -Personal response -Character study -Extended narrative | | |

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| | | Or The Red Pyramid By Rick Riordan. | | pronouns for clarity and cohesion ♦ Use full punctuation for direct speech, including punctuation within and before inverted commas, ♦ Secure use of apostrophes for possession, including for plural nouns. ♦ Use commas after fronted adverbials and subordinate clauses ♦ May begin to use dashes for emphasis Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition | forms for verb inflections instead of local spoken forms (e.g. we were instead of we were, or I did instead of I done) Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news.) Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession |
| Persuasive letters | Spring 2 2 weeks | Estate Agent adverts Cats vs dogs/ pets in school. Linked to foundation subjects | -Persuasive letter written for 'real' purpose linked to issue arising from foundation subjects | | |
| Poetry | Spring 2 2 weeks | Children's own choice of poem | -Personal response - Recitation/performance of poem -Hand-written version of poem for class anthology | | |
| Biography | Spring 2 2 weeks | Howard Carter Published biographies (books or online) linked to foundation subjects/science | -A short biography | | |
| Well-loved Narratives | Summer 1 4 weeks | Wind in the Willows or Krinklekrax | -Personal response -Character study -Extended narrative or -Range of writing in | | |

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| | | | character (letters, diaries, etc.) or -Play script | | (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials |
| Non-Fiction | Summer 2 3 weeks | Wildlife of Britain Range of high quality non-fiction linked to wider topic/foundation subjects | -Extract from non-fiction text (2x double A4 page) or -ICT text such as webpage | | |