

# English – Spring 1 Year 4

## Spoken language:

Sequence, develop ideas in an organised, logical way in a complete sentences as required.

Vary the amount of detail dependent on the purpose and audience.

Orally re-tell a familiar story.

Ask questions to clarify or develop understanding.

Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.

Retrieve and record information from non-fiction.

## Vocabulary, Punctuation and Grammar:

Make interesting and varied language choices (including Orange ambitious vocabulary)

Use fronted adverbials for when/where

Use commas after fronted adverbials.

Use expanded noun phrases with modifying adjectives and prepositional phrases.

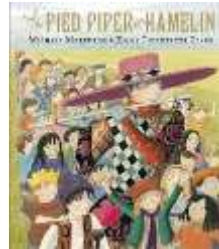
Use all direct speech punctuation correctly

Use Standard English past tense verbs correctly

Use a range of conjunctions to set up relationships or contrasts

## Hook for Learning:

Read the story The Pied Piper.



## Talk pathways.....

Narrative talk

Persuasive talk

Explanation talk

## Composition

Organise writing in paragraphs with clear themes.

Add detail to my ideas

Maintain a point of view

Use exciting openings to capture the reader's attention

## Non-negotiables:

Spell further homophones correctly

Use Standard English verbs correctly

Use a range of conjunctions to set up contrasts or relationships

## Word reading: (Guided reading records)

Explain the meaning of words in context.

Infer meanings and begin to justify them with evidence from the text.

## Reading:

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.  
Apply knowledge of root words, prefixes and suffixes.

## Comprehension:

Understand and explain that narrative books are structured in different ways.

Know that non-fiction books are structured in different ways for different purposes and be able to use them effectively.

Orally re-tell a familiar stories.

Discuss and record words and phrases that writers use to engage and impact on the reader.

## Genres and Texts

Monologue, narrative, poetry, balanced argument, Vox pops, dialogue,

## Transcription/spelling/handwriting

Increase the legibility, consistency and quality of their handwriting:

- Down strokes of letters are parallel and equidistant
- Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

# English –Weekly

Week 1: Wolves in the Walls (Rising Stars week 3 and 4).

Extend vocabulary linked to refugees and create an emotions graph. Complete a simple monologue as a family member.

**Grammar focus:** Speech

Week 2: Wolves in the Walls (Rising Stars week 3 and 4).

Plan and write the next part of the story.

Write an internal monologue as Lucy.

**Grammar focus:** Commas for clauses and lists, apostrophes for possession.

Week 3: Write a rat poem based on The Pied Piper of Hamelin

Explore the poem Rat it Up

Similes, rhyme, ambitious vocabulary

**Grammar focus:** Homophones

Week 4: Write a balanced argument to show why Hamelin should/should not be concerned about the rats+

Add detail to my ideas Use a range of conjunctions to set up contrasts or relationships (furthermore, despite, nevertheless,)

Spell further homophones correctly

**Grammar focus:** Word classes

Week 5: The Present (Literacy Shed)

Watch the film clip and discuss each character's thoughts. Create Vox pops.

**Grammar focus:** Fronted adverbials for when/where with commas

Week 6: Assessment week