



Halesowen C of E Primary School

English medium term overview

Year 4

	TERM 1 (14 weeks)				TERM 2 (11 weeks)			TERM 3 (13 weeks)			
NARRATIVE	Basics (2 Weeks)	500 words (3 weeks)	Description - use a picture (popple 356, once upon a picture) (2 Weeks)	Character descriptions AI unit (2 weeks)	Editing (1 Week)	Narrative with Dialogue Use Literacy Shed video. (2 weeks)		Author study - Saxon Tales Terry Deary (2 weeks)	Slow Write / free writing (1 week)	Narrative - Folk Tale - Use The Chocolate Tree. (3 weeks)	Take One Book” The Nothing to see her Hotel?
Suggested final written outcome	Look back at previous year's grammar and teach from this.	Write own stories using 500 words only	Description of a setting, object or something else. Use Noun phrases expanded by the addition of modifying adjectives, organise writing into paragraphs to organise ideas around a theme.	Chn draw a character Then describe it and type it up - Teacher puts into Teachmate AI. (ask CD) Using noun phrases, paragraphs, nouns or pronouns, present perfect.	Teach techniques for correcting errors made in writing. Eg missing full stops, sentences that do not make sense, missing capital letters. Inverted commas.	Children need to write a short story that has 2 characters having a conversation. The need to use and punctuation direct speech correcting, clear paragraphs, fronted adverbials with commas		Choose an author relevant to the age group and explore a few books by them. Choose one book as a start point. Do some incidental writing from the book. And up with a version of their own book based on the ones they have looked at.	2 days spent on slow writing - building up different types of sentences. 2 says spent on free writing, 1 to write anything they want, 1 to edit it.	Children write a short folk tale Include fronted adverbials, prepositions, paragraphs with cohesion, conjunctions.	(4 weeks) Choose a relevant book to a topic/ theme and use it to explore topic aspects or English objectives. Incidental writing based on the book.
NON FICTION			Report (3 weeks)			Explanation (2 weeks)	Instructions (2 weeks)			Persuasion (3 weeks)	
Suggested final written outcome			Write own report based on notes gathered from several sources Can use a Literacy Shed video for a prompt. Progress to a news report for a website. Use nouns and pronouns, paragraphs, present perfect.		Spend time improving sentences too.	Create a flowchart to explain how an invention work and then write an explanation Using conjunctions, adverbs, prepositions and longer sentences.	Eg how to be a Roman Gladiator Include formal tone, precise language, headings, sub headings, diagrams, warnings or tips, Prepositions,			Create a presentation in groups to present for something that they want. They must have clear points argued on their presentation. Using standard English forms, The grammatical difference between plural and possessive -s, indicating possession by using the possessive apostrophe with plural nouns	
POETRY			Alliteration Poems (2 week)			Easter (1 Week)	World Book Day (1 Week)			Look at one poem - Still I Rise (3 Weeks)	
Suggested final written outcome			Repeating the same sound at the start of words. Example: "Bouncing bunnies baking bread."			tbc	tbc			Look at how it is written and write own version.	



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Objectives covered in Autumn term	Objectives covered in Spring term	Objectives covered in Summer term
<ul style="list-style-type: none"><input type="checkbox"/> Noun phrases expanded by the addition of modifying adjectives<input type="checkbox"/> Organise writing into paragraphs to organise ideas around a theme<input type="checkbox"/> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<input type="checkbox"/> using the present perfect form of verbs in contrast to the past tense	<ul style="list-style-type: none"><input type="checkbox"/> using conjunctions, adverbs and prepositions to express time and cause<input type="checkbox"/> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although<input type="checkbox"/> using fronted adverbials	<ul style="list-style-type: none"><input type="checkbox"/> Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]<input type="checkbox"/> using and punctuating direct speech<input type="checkbox"/> indicating possession by using the possessive apostrophe with plural nouns<input type="checkbox"/> Use of commas after fronted adverbials<input type="checkbox"/> The grammatical difference between plural and possessive –s