

Greenholm Primary School Literacy Overview: Year 4

Our Vision: We want to inspire each generation of writers to enjoy expressing their original ideas masterfully through the English language.
 'All pupils should write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes & audiences' *DfE 2016*

	Autumn		Spring		Summer	
ACHIEVERS AND THEMES	ACHIEVERS Aspirations Emotional Wellbeing Social Skills	THEMES 1: Gadgets & Gizmos 2: Birmingham - Live it, Love it! Feed Me!	ACHIEVERS Value and Respect Resilience Communication	THEMES Eco Warriors	ACHIEVERS Investigation Resourcefulness Evaluation	THEMES Chocolate
Suggested Texts:	<ul style="list-style-type: none"> • The Iron Man/The Iron Woman by Ted Hughes • Can I Build Another Me? By Shinsuke Yoshitaka • The Lady Grace Mysteries by Grace Cavendish • The Queen Elizabeth Story by Rosemary Sutcliff • The Time Travelling Cat & the Tudor Treasures by Julia Jarman • The Queen's Token by Pamela Oldfield • The Day the Earth Grew Hair by Giovanni Esposito (Spoz - Poetry) • What's So Special about Shakespeare? By Michael Rosen (Report) • Henry VIII by Richard Brassey (Recount) • William Shakespeare: Scenes from the World's Greatest Writer by Mick Manning (Recount) 		<ul style="list-style-type: none"> • Dear Greenpeace by Simon Jones (PB) • Krindlekrax by Philip Ridley • Cloud Busting by Malorie Blackman • The Ice Palace by Robert Swindells • Belonging by Jeannie Baker • What if? A Book about Recycling by Mick Manning (Report) • If the World were a Village... by David J. Smith (Report) • Can we Save the Tiger? By Martin Jenkins (Report) • Delivery by Till Nowak (Short film) 		<ul style="list-style-type: none"> • Chocolate: the Bean that Conquered the World by Vivian French (Recount) • Chocolate Fever by Robert Kimmel Smith • The Chocolate Sundae Mystery by Gertrude Chandler-Warner • The Chocolate Touch by Patrick Skene Catling • The Puffin Book of Utterly Brilliant Poetry by Brian Patten • Charlie and the Chocolate Factory by Roald Dahl 	

Suggested ideas for writing:

Ensure narrative is completed termly.

Across the year, ensure each purpose is met at least once:

- To entertain
- To inform
- To guide
- To influence
- Poetry (To express)

To entertain:

- Narrative story in historical setting:
 - Attending court in Tudor times
 - Meeting the king or queen
 - Time travel
 - Imagining what Stratford would have been like in Tudor times
- Writing in role:
 - Monologue:
 - How does the Iron Giant feel?
 - How do his parts feel away from the rest of his body?
 - Topher yearning for the Time Travelling Cat
 - Shakespeare wanting to be an actor in one of his own plays
 - Personal letter:
 - Describing the location of where the Iron Man's parts fell from the part's perspective (To influence)
 - A letter giving clues to the Time Travelling Cat's location
 - Review of reading experiences
 - Review of a play (in the role of a king or queen/ common

To entertain:

- Narrative story:
 - The day we saved the earth...
 - Inventing an eco-superhero and writing about their adventures
 - Turning a picture book into narrative (Belonging by Jeannie Baker)
 - Set in David J. Smith's village
 - Film narrative from Delivery
- Writing in role:
 - Letter from Ivan's little brother describing his location (Ice Palace)
 - Posters/flyers about the environment
 - Davey's advertisement for a friend (Cloud Busting)
 - Poster/flyer advertising the ice palace (To influence)
 - Poem based upon theme
 - Monologue from Davey or Sam about their friendship/ lack of friendship (Cloud Busting)
 - A letter accompanying the box in Delivery

To inform:

- Police report written to convict someone harming the environment
- Why it is important to look after the environment (Explanation)

To entertain:

- Contemporary narrative story:
 - The chocolate bean's journey (as though it is human)
 - Visiting a chocolate factory/ opening your own
 - An Aztec discovering the chocolate for the first time
 - What happens when everything they touch turns to chocolate or another substance (Innovation on The Chocolate Touch)
- Writing in role:
 - Letter:
 - Describing the taste of chocolate to your friend
 - From the chocolate bean back to other beans still growing
 - From an Aztec to a Tudor character highlighting differences in society and vice versa (pen pal)
 - School reports for characters (both good/ bad):
 - John Midas in trouble for turning everything to chocolate (The Chocolate Touch)
 - Diary entry:
 - Day in the life of an Aztec

- person)
- Application to be a king or queen/ employee of the court
- Speech as a character
- Dialogue between the clone version of yourself and the real you (Can I Build Another Me?)
- Thought bubbles/ speech bubbles/ detailed captions

To influence:

- Writing in role:
 - Flyer/poster:
 - For a Shakespeare play
 - To meet the king or queen
 - For a public hanging or beheading
 - New fairies needed (The Queen Elizabeth Story)
 - Speech:
 - By Henry VIII
 - Speech by Anne Boleyn before her beheading/ after her beheading
 - Letter convincing the fairies Perdita should/ shouldn't see Queen Elizabeth (The Queen Elizabeth Story)
 - Application to be a fairy (The Queen Elizabeth Story)
 - Recount: an event from a

- Top 5 reasons to look after your local neighbourhood (Explanation: Belonging by Jeannie Baker)
- Letter from teacher to parent (about an eco-warrior)
- Why Ruskin is the hero of the Ridley Street/ why he should/ shouldn't get the part in the play (Explanation: Krindlekrax)
- Non-chronological report based upon theme:
 - Endangered animals (eg Tiger)
 - Endangered environments
 - National Park/s
 - Top 5 reasons why we should save... (To influence)

To influence:

- Leaflet about saving the tiger/the environment (To inform)
- Letter to Prime Minister/ important public figure about the environment (To inform)
- Why someone should read the book you like
- Why Davey and Sam should/ shouldn't be friends (Cloud Busting)
- Why my world is worth saving
- Job application:
 - Ruskin's play (Krindlekrax)
 - The person to save the Environment
- Advertisement for eco-friendly holidays

- Describing an event from a character's perspective
- When the ice cream/ goodies went missing from the shop (The Chocolate Sundae Mystery)

- Job reports:
 - Reviewing tasting the chocolate
 - Curing Henry from chocolate fever (Medical report)
- Review reading experiences
- Simple comparisons between texts/ within texts

To inform:

- Explanation:
 - A day in the life of a chocolate bean
 - Why the Aztec's are heroes/ villains for discovering chocolate (Could be done from both perspectives)
- Newspaper report:
 - Discovery of chocolate
 - The missing items in The Chocolate Sundae Mystery
 - John Midas and his chocolate touch
 - Henry's chocolate fever

	<p>historical figure's perspective (To inform)</p> <p>Poetry (To entertain/express):</p> <ul style="list-style-type: none"> • Innovation on a poem • Writing a response to a poem • Writing in role from within the Poem 	<ul style="list-style-type: none"> • Advert from animal P.O.V. (habitat) 	<ul style="list-style-type: none"> - The spread of chocolate fever around the world and how it will affect us all (To scare) - Willy Wonka's factory has closed down • Drug report (How chocolate affects us as humans) • Recount of an event/ experience <p>To guide:</p> <ul style="list-style-type: none"> • Biography (Could be structured as top 5 life events) (character/ author/ chocolate bar/ chocolate bean) • Instructions for a chocolate bean • How to make chocolate • How to be an angry Aztec • How to cure chocolate fever/ the chocolate touch <p>Poetry (To entertain/express):</p> <ul style="list-style-type: none"> • Identify favourites/compare (Same poet) • Writing in role from within the poem as a feeling or emotion
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<p>Reading: Word reading:</p>	<ul style="list-style-type: none">• Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. (See year 3 and 4 word list in appendix 2)• Use knowledge of root words, prefixes and suffixes from appendix 1 to read aloud and to understand the meaning of new words.	<ul style="list-style-type: none">• Uses appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience.• Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction'• Read books that are structured in different ways and read for a range of purposes.	<ul style="list-style-type: none">• Fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books. Read books that are structured in different ways and read for a range of purposes.
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Comprehension:

- AF2
- Listen to and discuss a range of texts understanding the main points with reference to the text.
- Use dictionaries to check the meanings of words they have read.
- Retell a wide range of familiar texts orally.
- **Ask questions to prove their understanding of a text.**
- Locate information using skimming, scanning and text marking.
- AF3
- **Make inferences about character's feelings, thoughts, motives and actions and justify using evidence from the text.**
- **Justify predictions and opinions referring to the text.**
- AF4
- **Identify structures and grammatical features of**

- AF2
- Be able to make notes on what they have read.
- Summarise the main points of a passage of a text. Participate in discussion about texts, taking turns and listening to what others say.
- Ask questions to prove their understanding of a text.
- Extract information from a text, making notes, using quotation and reference.
- AF3
- **Make inferences about character's feelings, thoughts, motives and actions and justify using evidence from the text.**
- **Justify predictions and opinions referring to the text.**
- AF4
- Compare, contrast and evaluate different fiction and non-fiction texts.
- **Identify structures and grammatical features of**

- AF2
- **Prepare poems and play-scripts to perform and read aloud, showing understanding through intonation, tone, volume and action.**
- **Ask questions to prove their understanding of a text.**
- **Extract information from a text, making notes, using quotation and reference.**
- AF3
- **Make inferences about character's feelings, thoughts, motives and actions and justify using evidence from the text.**
- **Justify predictions and opinions referring to the text.**
- AF4
- Explain why texts are structured according to their purpose and audience.

**non-fiction and fiction
texts**

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texts.**

	<ul style="list-style-type: none"> • AF5 • Comment on the author's use of language and the effect of the language. • Explain the meaning of words in context. • AF6 • Distinguish between fact and opinion in non-fiction texts. • Emphasise with different characters points of view. • AF7 • Identify differences and similarities between different fiction genres. 	<ul style="list-style-type: none"> • AF5 • Find and comment on examples of how authors express different moods, feelings and attitudes. • Talk about how the effect of the grammatical structure of a sentence on the reader. • AF6 • Identify the author's main purpose of a text. • Explain the effect of the writer's viewpoint on the reader. • AF7 • Recognise different forms of poetry. 	<ul style="list-style-type: none"> • AF5 • New words are understood through the explanation of their meaning in context, and by making links to known vocabulary. • AF6 • Discuss and draw on books read during year 3/4. • e.g. - similarities in themes, characters, organizational, presentational and language features • AF7 • Identify and explain significant characters, ideas and themes in a range of books.
<p>Composition and effect:</p>	<ul style="list-style-type: none"> • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively • building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • In narratives, create settings, characters and plot 	<ul style="list-style-type: none"> • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Organise paragraphs around a theme • In non-narrative material, use simple organisational devices [for example, • headings and sub-headings] 	<ul style="list-style-type: none"> • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • in non-narrative material, using simple organisational devices [for example, • headings and sub-headings] • Compose and rehearse sentences orally (including dialogue), progressively • building a varied and rich vocabulary and an increasing range of sentence

			<ul style="list-style-type: none"> structures (English Appendix 2)
Editing and improving work:	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Grammar and punctuation:	<ul style="list-style-type: none"> Use and understand the grammatical terminology in <u>English Appendix 2 Pg 67</u> revise correct use of a or an 	<ul style="list-style-type: none"> Use and understand the grammatical terminology in <u>English Appendix 2 Pg 67</u> using fronted adverbials 	<ul style="list-style-type: none"> Use and understand the grammatical terminology in <u>English Appendix 2 Pg 67</u> Use of inverted commas and other punctuation to indicate direct

	<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [<i>the teacher</i> expanded to: the strict maths teacher with curly hair] • Punctuation is used correctly including apostrophes for omission. • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 	<ul style="list-style-type: none"> • Using commas after fronted adverbials [Later that day, I heard the bad news] • Indicating possession by using the possessive apostrophe with singular and plural nouns [the girls' names] • Punctuation is used correctly including apostrophes for omission and possession with plural nouns. • Use of inverted commas and other punctuation to indicate direct speech [Eg, a comma after the reporting clause: <i>The conductor shouted, "Sit down!"</i>] • Express time, place and cause using conjunctions [<i>when, before, after, while, so, because</i>], adverbs [<i>then, next, soon, therefore,</i>] or prepositions [<i>before, after, during, in, because of</i>]. 	<p>speech [Eg, a comma after the reporting clause: <i>The conductor shouted, "Sit down!"</i>]</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Spelling	<p>Spelling - see <u>English Appendix 1 Pg 49-55</u></p> <ul style="list-style-type: none"> - spell further homophones - spell words that are often misspelt - Use further prefixes and suffixes and understand how to add them - what is a root word? 	<p>Spelling - see <u>English Appendix 1 Pg 49-55</u></p> <ul style="list-style-type: none"> -Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 	<p>Spelling - see <u>English Appendix 1 Pg 49-55</u></p> <ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

	<p>Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgotten The suffix -ation e.g. information The suffix -ly e.g. sadly The suffix -ous e.g. poisonous</p> <p>Prefixes - dis, mis, in, un e.g. disappoint Prefixes - il, im, ir, re sub, inter, super anti auto</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><i>The /ɪ/ sound spelt y elsewhere than at the end of words e.g. myth, gym (homework)</i></p> <p><i>The /ʌ/ sound spelt ou e.g. young, touch</i></p> <p><i>Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus (HW)</i></p> <p><i>Words with the /ʃ/ sound spelt ch (mostly French in origin) e.g. chef, chalet (HW)</i></p> <p>Words with endings sounding like /ʒə/ or /tʃə/ (-sure, -ture) e.g. measure, nature</p> <p>Endings which sound like /ʒən/ e.g. division</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian e.g. invention</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><i>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league (HW)</i></p> <p><i>Words with the /s/ sound spelt sc (Latin in origin) e.g. science (HW)</i></p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey e.g. weigh</p> <p>Recap on prefixes and suffixes</p>
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		Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
Speaking and listening/ Drama:	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • articulate and justify answers, arguments and opinions 	<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • select and use appropriate registers for effective communication. • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s)

Refer to National Curriculum Programme of Study for a full list of objectives

Make sure you are clear what the KPIS or Assessment Framework is for your year group and plan opportunities to gather evidence of where the children have achieved these standards.