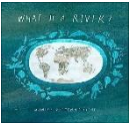
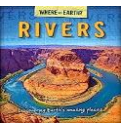
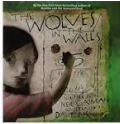
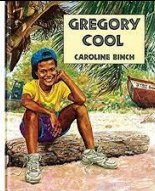
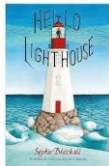
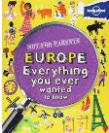




English Long Term Overview Year Four

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre: Narrative – Stories with repetitive patterns or structures. Fantasy	Genre: Myth Non-fiction :	Genre: Picture Book Film clip	Genre: Picture book (fantasy, adventure action) Fiction from another culture	Genre: Picture book (historical fiction) Comic (adventure fiction)	Genre: Picture book Non - fiction
Text:  4 weeks WAGOLL for biography	Text:   	Text:  	Text:  	Text:  	Text:   
Audience:	Audience:	Audience:	Audience:	Audience:	Audience:
Purpose for writing: - Character description - Setting description - Explaining opinion with evidence - Setting description - Narrative recount - Non-chronological report - Informal letter Non – Fiction – Boudicca 3 weeks Description of Boudicca. Biography of Boudicca	Purpose for writing: - Narrative retells - Narrative plan and produce - Explanations - Non-chronological report - Newspaper report (floods)	Purpose for writing: - Narrative - perspective - comparisons - Vocabulary focus - Reflection - Monologue / emotive writing - Diary - Fact cards	Purpose for writing: - Quotations - Newspaper report - Blog - Setting description with similes and metaphors (different culture) - Story sequel	Purpose for writing: - Fantasy narrative (short story) - Character description - Diary entry - Persuasive letter - Informal letter - Weather description to create mood	Purpose for writing: - Diary - Informal letter - Character description - Non – chronological report Fact cards



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No text, just example biographies and texts for the children to use as research. Wanted Poster – summarising information					
Grammar: Continue to use Y3 accurately: I can punctuate sentences using a capital letter, full stop, question mark, exclamation mark, commas in a list and apostrophes for contracted forms and the possessive, singular and plural.	Grammar: I can write a narrative with a clear structure, setting and plot. I can write non-narrative and use simple organisational devices such as headings and sub-headings. I use a range of sentences with more than one clause by using a range of conjunctions and subordinate clauses. I can use adverbs, prepositions (including phrases) and conjunctions to express time and cause. I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. I can compose sentences using a range of sentence structures. I use a range of sentences which have more than one clause. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. I can use direct speech in my writing and punctuate it correctly.	Grammar: I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. I can use paragraphs accurately. I can write non-narrative and use organisational devices such as headings and sub-headings. I can use the present perfect form of verbs. I can make an appropriate choice of pronoun and noun within and across sentences. I can use fronted adverbials. I can use direct speech in my writing and punctuate it correctly. I can use a range of determiners.	Grammar: I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. I can use paragraphs accurately. I can write non-narrative and use organisational devices such as headings and sub-headings. I can use the present perfect form of verbs.	Grammar: I can compose sentences using a range of clauses I use a range of sentences which have more than one clause. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. I can use a comma after a fronted adverbial.	Grammar: I can compose sentences using a range of clauses I use a range of sentences which have more than one clause. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. I can use a comma after a fronted adverbial.
Poetry:	Poetry: Whole school poetry week. I will not work on my Birthday by Matt Goodfellow	Poetry: Joseph Coelho Back at school tomorrow (Linked schools link)	Poetry: Mafia Cats by Roger McGough	Poetry: I like to stay up by Grace Nichols	Poetry: From a railway carriage by Robert Louis Stevenson



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