

**English Curriculum Map**

**Year 4**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year Four</b>	<b>Books</b>	<p><b>Theme: Refugees</b> Christophe's story by Nicki Cornwell.</p> <p><b>Roald Dahl Week:</b> BFG</p> <p><b>Poetry Week:</b> Firework night by Enid Blyton Leisure by W.H. Davies The Eagle by Alfred Lord Tennyson</p> <p><b>Black History Month:</b> The Place for Me: Stories about Windrush generation</p> <p>Michelle Obama by Anna Doherty</p> <p>Anisha Accidental Detective by Serena Patel</p>	<p><b>Theme: Based on the Romans</b> Escape to Pompeii by Christina Balit (creative writing, setting description, diary entry)</p> <p>The Iron Man by Ted Hughes</p>	<p><b>Theme: Friendship</b> <b>Books:</b> Charlotte's Web by E.B. White</p> <p><b>Poetry Week:</b> Roger McGough and Gina Douthwaite</p> <p><b>Mental Health Week:</b> 'What to do when you worry too much' by Dawn Huebner</p>	<p><b>Theme: Crime and punishment</b></p> <p>The Street Child by Berlie Doherty</p> <p>Wangari's Trees of Peace: A True Story from Africa (International Women's Day)</p>	<p><b>Theme: friendship</b> Varjak Paw by S F Said</p> <p>Cloud Boy Marcia Williams</p> <p><b>Theme: Environmental Issues</b> Red Alert by Catherine Barr</p> <p>How to Help a Hedgehog and Protect a Polar Bear by Jess French</p> <p>Why Water's Worth it Lori Harrison</p> <p><b>Poetry Week:</b> Grace Nichols Collected Poems</p> <p>Michael Rosen</p>	<p><b>Theme: Local History</b></p> <p><b>Books:</b> The Vile Victorians by Terry Deary (Horrible Histories)</p> <p>Bringing history alive through Local People and Places by Lynne Dixon and Alison Hales</p>
	<b>Reading (Word Reading &amp; Comprehension)</b>	For children who are working towards the expected standard we use PM Benchmarking to assess their children's word reading and comprehension ability. Children are then given Oxford Reading Tree Reading books to match their ability We use NFER reading assessment to assess children's reading comprehension ability. We promote reading for pleasure and children have a free choice of books to take home.					
	<b>Destination Reader</b>	Destination Reader allows children to access real books of a high quality that are engaging and exciting. As talk is made central, partner reading is continued and children are given ample opportunities to discuss books with their partners. Children practise seven key skills identified within the national curriculum to support the reading and understanding of a wide range of texts. The skills are: predicting, making connections, asking questions, evaluating, inferring, summarising, clarifying.					
	<b>Writing (Transcription-Spelling)</b>	-spelling lots of homophones correctly  adding suffixes beginning with vowel letters to words of more than one syllable	using the possessive apostrophe with regular and irregular plurals. The /i/ sound spelt y elsewhere than at the end of words (for example: myth, pyramid, gym)	Prefixes: un-, the prefixes dis- and mis- have negative meanings. The suffix -ation The suffix -ly	The suffix -ous	Homophones and near-homophones (English Appendix 1 NC)	Consolidation of Year 4 curriculum
	<b>Writing (Transcription - Handwriting)</b>	We follow the Penpals handwriting programme					

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	<b>Writing (Composition)</b>	organising paragraphs around a theme creative writing and setting description poetry writing	non-narrative material, using simple organisational devices [for example, headings and sub-headings]	creating settings, characters and plot  evaluate and editing skills proof-reading for spelling and punctuation errors	evaluate and editing skills proof-reading for spelling and punctuation errors	creative writing and setting description  editing skills and evaluating with a partner and a teacher	Consolidation of Year 4 curriculum
	<b>Writing (Vocabulary, grammar and punctuation )</b>	Revision of work done in previous years  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list	Noun phrases Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less  Contractions.	Fronted adverbials  Paragraphs to organise ideas around a theme  Pronoun and noun	determiner pronoun, possessive pronoun adverbial	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Consolidation of Year 4 curriculum and grammar from English Appendix 2 in NC document.