

## Year 4 Literacy Curriculum Overview

CC Overall Theme	A	Community	Celebration	Leaders		Sport and Leisure / Teamwork	Beside the Seaside
	B	Journeys	Memories	Water		Our Wonderful World	Food Glorious Food
<b>Year 4</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
CC Topic Focus	A	<i>Settlement / Roman Britain</i>	<i>Pop Up Book</i>	<i>Pompeii / Europe</i>		<i>Composing Rhythm and Pitch</i>	<i>Seaside Chairs</i>
	B	<i>Roman Britain/ Transport</i>	<i>Photo Frame</i>	<i>Pompeii / Europe</i>		<i>Viewpoints Landscapes</i>	<i>Composing Rhythm and Pitch</i>
Reading Focus		The BFG- Roald Dahl	The Lion, Witch and the Wardrobe – CS Lewis	Escape from Pompeii- Christopher Balit	Stuart Little- E.B. White	How to train your Dragon- C Cowell	The Iron Man- T Hughes
Comprehension		<ul style="list-style-type: none"> <li>I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>I can show that I enjoy reading by reading lots of different types of books and for different reasons.</li> <li>I can use a dictionary to check the meaning of words.</li> <li>I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.</li> <li>I can discuss words and phrases that excite me in the books that I read.</li> <li>I can discuss different types of poetry e.g. free verse and narrative poetry.</li> <li>I can check what I have read, and that I have understood it, by telling someone else what has happened.</li> <li>I can ask questions about what I have read to help me understand a complicated text.</li> <li>I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.</li> <li>I can predict what will happen in a text, using details I have already read to help me.</li> <li>I can summarise what has happened in a text, using themes from paragraphs to help me.</li> <li>I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning.</li> <li>I can find and record information from non-fiction texts over a wide range of subjects.</li> <li>I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others.</li> </ul>					
Writing Focus		Fiction: <b>Stories from other cultures / times</b>  Non-Fiction: <b>Report / Leaflet</b>  Invention Week	Non-Fiction: <b>Non-chronological reports</b>  Poetry: <b>Traditional poems / Rhymes</b>	Non-Fiction: <b>Information texts / Newspaper</b>  Poetry: <b>List poems and kennings</b>	Fiction: <b>Myths and Legends</b>  Non-Fiction: <b>Chronological reports</b>  Invention Week	Fiction: <b>Fables</b>  Non-Fiction: <b>Persuasive writing</b>  Invention Week	Non-Fiction: <b>Instructions / explanations</b>  Poetry: <b>Free Verse / Narrative poems</b>

		Invention Week	Invention Week			Invention Week
<i>Alan Peat Sentences</i>	<p><b>Other Cultures:</b> Refer to AP Guide</p> <p><b>Report / Leaflet:</b> Noun, who / which / were,; BOYS; The Question is: ?. Classification Experts The more, the more</p>	<p><b>Non Chron Report:</b> Noun, who/which/where, BOYS The question is: ?</p>	<p><b>Newspaper:</b> Main Point Summary; Alliteration; Question?; Emotive Exclamation! Ending</p>	<p><b>Myths and Legends:</b> Refer to AP Guide</p> <p><b>Chron Reports:</b> Noun, who/which/where, BOYS The question is: ?</p>	<p><b>Fables:</b> Refer to AP Guide</p> <p><b>Persuasive Writing:</b> 'ly' words Same word end of two sentences How would you feel...? Certainty Statement 'ly' words</p>	<p><b>Instructions:</b> Verbing an object; How to _____ Guide to _____; 2A Opener; Time Opener; Congratulation on...! Joke or Pun Struggling to? Before ___ing (the warner opener)</p>
<i>Spoken Language</i>	<ul style="list-style-type: none"> <li>I can ask reasoned questions to improve my understanding of a text.</li> <li>I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.</li> </ul>		Word Reading	<ul style="list-style-type: none"> <li>I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words.</li> <li>I can read and decode further exception words accurately, including words that do not follow spelling patterns.</li> </ul>		
<i>Writing - Composition</i>	<ul style="list-style-type: none"> <li>I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.</li> <li>I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.</li> <li>I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.</li> <li>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</li> <li>I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience.</li> <li>I can organise my non-narrative writing so that it has headings and sub-headings.</li> <li>I can assess my work, and that of others, and suggest improvements.</li> <li>I can edit my work by changing the grammar to improve the way my work reads.</li> <li>I can proof-read my writing for spelling and use of punctuation.</li> <li>I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.</li> </ul>					
<i>Writing – Vocabulary, Grammar and Punctuation</i>	<ul style="list-style-type: none"> <li>I can explain the difference between the plural and the possessive -s.</li> <li>I can use the correct form of the verb inflection e.g. we were instead of we was.</li> <li>I can make my writing interesting by using adjectives and other descriptive methods.</li> <li>I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.</li> <li>I can use paragraphs to organise ideas around a theme.</li> <li>I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</li> <li>I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'.</li> <li>I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</li> <li>I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.</li> </ul>					

	<ul style="list-style-type: none"> <li>I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.</li> </ul>					
<i>Spelling</i>	<ul style="list-style-type: none"> <li>Words with 'aw' spelt with 'augh' and 'au'</li> <li>Adding prefix 'in-'</li> <li>Adding prefix 'im-'</li> <li>Adding prefix 'il-' and prefix 'ir-'</li> <li>Homophones &amp; near homophones</li> <li>Words with 'shun' endings spelt with 'sion' (if root ends in 'se', 'de' or 'd').</li> </ul>	<ul style="list-style-type: none"> <li>Words with 'shun' sound spelt 'sion'</li> <li>Words with a 'shuhn' sound spelt with 'ssion'</li> <li>Words with a 'shuhn' sound, spelt with 'tion'</li> <li>Words with a 'shuhn' sound spelt with a 'cian'</li> <li>Words with 'ough' to make a long 'o', 'oo' or 'or' sound</li> </ul>	<ul style="list-style-type: none"> <li>Homophones &amp; near homophones</li> <li>Homophones and near homophones</li> <li>Nouns ending in the suffix '-ation'</li> <li>Nouns ending in the suffix '-ation'</li> <li>Adding the prefix 'sub-' and adding the refix 'super-'</li> <li>Plural possessive apostrophes with plural words</li> </ul>	<ul style="list-style-type: none"> <li>Homophones &amp; near homophones</li> <li>Homophones and near homophones</li> <li>Nouns ending in the suffix '-ation'</li> <li>Nouns ending in the suffix '-ation'</li> <li>Adding the prefix 'sub-' and adding the refix 'super-'</li> <li>Plural possessive apostrophes with plural words</li> </ul>	<ul style="list-style-type: none"> <li>Adding the prefix 'inter-'</li> <li>Adding the prefix 'anti-'</li> <li>Adding the prefix 'auto-'</li> <li>Adding the prefix 'ex-'</li> <li>Adding the prefix 'non-'</li> <li>Words ending in '-ar' and '-er'</li> </ul>	<ul style="list-style-type: none"> <li>Adding the suffix '-ous'</li> <li>Adding the suffix '-ous'</li> <li>Adding the suffix '-ous' (words ending in 'y' become 'i' and words ending in 'our' become 'or')</li> <li>Adding the suffix '-ous' (words ending in 'e' drop the 'e' but not 'ge')</li> <li>Adverbials of frequency and possibility</li> <li>Adverbials of manner</li> </ul>
	<ul style="list-style-type: none"> <li>I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.</li> <li>I can understand and add the suffixes -ation, -ous.</li> <li>I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.</li> <li>I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</li> <li>I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.</li> <li>I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.</li> <li>I can spell words with the 's' sound spelt 'sc' e.g. science, scene.</li> <li>I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</li> <li>I can use the first three or four letters of a word to check its spelling in a dictionary.</li> <li>I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>					
<i>Handwriting</i>	The Ladder Family Letters: 'l', 'i', 'u', 't', 'y', 'j'	The One Armed Robot Family Letters: 'n', 'm', 'h', 'k', 'b', 'p', 'r'	The Curly Caterpillar Family Letters: 'c', 'a', 'd', 'e', 's', 'g', 'f', 'q', 'o'		The Zigzag Monster Family Letters: 'z', 'v', 'w', 'x'	Recap / Consolidate
	<ul style="list-style-type: none"> <li>I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.</li> <li>I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.</li> </ul>					