

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
Year 4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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"> • I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • I can show that I enjoy reading by reading lots of different types of books and for different reasons. • I can use a dictionary to check the meaning of words. • I can read a wide range of books, fairy stories, myths and legends and retell some of them to others. • I can discuss words and phrases that excite me in the books that I read. • I can discuss different types of poetry e.g. free verse and narrative poetry. • I can check what I have read, and that I have understood it, by telling someone else what has happened. • I can ask questions about what I have read to help me understand a complicated text. • 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. • I can predict what will happen in a text, using details I have already read to help me. • I can summarise what has happened in a text, using themes from paragraphs to help me. • I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning. • I can find and record information from non-fiction texts over a wide range of subjects. • I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others. 					
Writing Focus		Fiction: Stories from other cultures / times Non-Fiction: Report / Leaflet Invention Week	Non-Fiction: Non-chronological reports Poetry: Traditional poems / Rhymes	Non-Fiction: Information texts / Newspaper Poetry: List poems and kennings	Fiction: Myths and Legends Non-Fiction: Chronological reports Invention Week	Fiction: Fables Non-Fiction: Persuasive writing Invention Week	Non-Fiction: Instructions / explanations Poetry: Free Verse / Narrative poems

		Invention Week	Invention Week			Invention Week
<i>Alan Peat Sentences</i>	<p>Other Cultures: Refer to AP Guide</p> <p>Report / Leaflet: Noun, who / which / were,; BOYS; The Question is: ?. Classification Experts The more, the more</p>	<p>Non Chron Report: Noun, who/which/where, BOYS The question is: ?</p>	<p>Newspaper: Main Point Summary; Alliteration; Question?; Emotive Exclamation! Ending</p>	<p>Myths and Legends: Refer to AP Guide</p> <p>Chron Reports: Noun, who/which/where, BOYS The question is: ?</p>	<p>Fables: Refer to AP Guide</p> <p>Persuasive Writing: 'ly' words Same word end of two sentences How would you feel...? Certainty Statement 'ly' words</p>	<p>Instructions: 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"> I can ask reasoned questions to improve my understanding of a text. 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. 		Word Reading	<ul style="list-style-type: none"> 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. I can read and decode further exception words accurately, including words that do not follow spelling patterns. 		
<i>Writing - Composition</i>	<ul style="list-style-type: none"> 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. 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. 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. I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together. 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. I can organise my non-narrative writing so that it has headings and sub-headings. I can assess my work, and that of others, and suggest improvements. I can edit my work by changing the grammar to improve the way my work reads. I can proof-read my writing for spelling and use of punctuation. 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. 					
<i>Writing – Vocabulary, Grammar and Punctuation</i>	<ul style="list-style-type: none"> I can explain the difference between the plural and the possessive -s. I can use the correct form of the verb inflection e.g. we were instead of we was. I can make my writing interesting by using adjectives and other descriptive methods. I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news. I can use paragraphs to organise ideas around a theme. I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated. I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'. I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names. I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news. 					

	<ul style="list-style-type: none"> I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial. 					
<i>Spelling</i>	<ul style="list-style-type: none"> Words with 'aw' spelt with 'augh' and 'au' Adding prefix 'in-' Adding prefix 'im-' Adding prefix 'il-' and prefix 'ir-' Homophones & near homophones Words with 'shun' endings spelt with 'sion' (if root ends in 'se', 'de' or 'd'). 	<ul style="list-style-type: none"> Words with 'shun' sound spelt 'sion' Words with a 'shuhn' sound spelt with 'ssion' Words with a 'shuhn' sound, spelt with 'tion' Words with a 'shuhn' sound spelt with a 'cian' Words with 'ough' to make a long 'o', 'oo' or 'or' sound 	<ul style="list-style-type: none"> Homophones & near homophones Homophones and near homophones Nouns ending in the suffix '-ation' Nouns ending in the suffix '-ation' Adding the prefix 'sub-' and adding the refix 'super-' Plural possessive apostrophes with plural words 	<ul style="list-style-type: none"> Homophones & near homophones Homophones and near homophones Nouns ending in the suffix '-ation' Nouns ending in the suffix '-ation' Adding the prefix 'sub-' and adding the refix 'super-' Plural possessive apostrophes with plural words 	<ul style="list-style-type: none"> Adding the prefix 'inter-' Adding the prefix 'anti-' Adding the prefix 'auto-' Adding the prefix 'ex-' Adding the prefix 'non-' Words ending in '-ar' and '-er' 	<ul style="list-style-type: none"> Adding the suffix '-ous' Adding the suffix '-ous' Adding the suffix '-ous' (words ending in 'y' become 'i' and words ending in 'our' become 'or') Adding the suffix '-ous' (words ending in 'e' drop the 'e' but not 'ge') Adverbials of frequency and possibility Adverbials of manner
	<ul style="list-style-type: none"> I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. I can understand and add the suffixes -ation, -ous. I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician. I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. 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. I can spell more complex words that are often misspelt e.g. caught, occasionally, interest. I can spell words with the 's' sound spelt 'sc' e.g. science, scene. 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. I can use the first three or four letters of a word to check its spelling in a dictionary. I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far. 					
<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"> 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. 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. 					