

Curriculum Map- English- Year Four

This map outlines the English that will be taught in English lessons, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects of English through guided reading, independent reading, listening to books read aloud, and standalone spelling and handwriting lessons.

Unit	Time	Example Texts	Outcomes	English Language Opportunities	On-going Language Teaching
<p>Stories by the same author</p> <p>Adventure stories</p> <p>Stories about imaginary worlds</p>	4-5 weeks	<p>I'll take you to Mrs Cole Dinosaurs and all that rubbish</p> <p>The Hodgeheg</p> <p>Fantastic Mr fox</p>	<p>- opportunities to practice simple, compound & complex sentences with powerful verbs.</p> <p>-Create their own stories based around I'll Take You to Mrs Cole.</p> <p>-children familiarise themselves with features of narrative; finding examples from the book & through role play & hot-seating.</p> <p>- Focus on direct speech & use the features & format they have seen to plan & write their own fantastic stories!</p>	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>Use of inverted commas to punctuate direct speech</p>	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted</p>

Myths and legends Greek myths and legends	4- 5 weeks	Seasons of splendour The Tiger child Greek myths	-opportunities to explore Indian folk tales and myths. -performing their own oral re-telling and written adaptations. -learn about adverbial clauses to make their writing more interesting - use commas to organise their writing.	Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>) Use of inverted commas to punctuate direct speech	adverbials (e.g. <i>Later that day, I heard the bad news.</i>) Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition
Instructions and explanantions	3 weeks	Various instructional texts and explanation texts (Egyptian linked?)	-Children will learn about instructions and explanations based around ancient egypt? -They will learn about features of explanations before going on to write their own	Use of inverted commas to punctuate direct speech Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) Use of commas after fronted adverbials	Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)
Recounts	2 weeks	The day I swapped my dad for two goldfish Diary of a killer cat	-Act out swap stories; learn about adverbials & recounts using past tense & 1st person & chronological order.	Standard English forms for verb inflections instead of local	Use of commas after fronted adverbials

			-Write a new version of The Diary of a Killer Cat using recount features & complex sentences.	spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)	
Creating images Humorous Poems	4 -5 weeks	Wind poems Various poems The truth about teachers The works Read me and laugh	-explore how to create images using words. -Children find & use adjectives & adjective phrases to convert a poem to prose. -Use their voice to add excitement to a poem performance & compose poems using the themes of animals & weather. -humorous poems about teachers to inspire learning about powerful verbs, verb tenses, adverbs and adverbial phrases. -Children use the poems they read as models for writing their own verses & poems.	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	
Traditional poems		Going to the Fair Puffin book of fantastic first poems			
Shape poems		I like this poem Read me read me first			
Performance poems		various performance poems			
			Recite, read and write		
Information texts	2 weeks	Various Egyptian information texts	-study the structure & language features of non-chronological reports - plan, research & compose	Use of commas after fronted adverbials	

			<p>their own report.</p> <ul style="list-style-type: none"> - explore persuasive language & different points of view, ending in a debate. 		
Letter writing	1-2 weeks	The Christmas story Dear father Christmas	<ul style="list-style-type: none"> -writing letters to Father Christmas - learning about tense and writing in the 3rd person - using powerful verbs. 	Use of commas after fronted adverbials	
Persuasive writing	2 weeks	TV and magazine adverts	<ul style="list-style-type: none"> - explore and discuss adverts. - find key features of persuasive writing and use these with a twist, to persuade people NOT to buy! -Using compound and complex sentences then write a persuasive letter about their bedtime! 	Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)	
Non Chronological reports	3 weeks	<p>Selection of websites about computer games</p> <p>Selection of Harry Potter books</p>	<ul style="list-style-type: none"> -children will read reviews, play games and will write their own game reports 	Use of commas after fronted adverbials	
Plays and dialogue	2 weeks	The Witches Roald Dahl plays	<ul style="list-style-type: none"> -Create characters using description, stage directions and dialogue. -Write and perform own playscript 		