



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Smashing Saxons!		A Land Pharaoh Way		River Journey	
Author/Poet	Rob Lloyd Jones Michael Morpurgo Tom Fletcher	JW Hackett (Poet) Malorie Blackman (poet) John Foster (poet) Adrian Henri (poet) C.S.Lewis	Shirley Climo Anthony Browne	Hugh Hornby Roger Stevens (poet) John Foster (poet) Roger McGough (poet) Jackie Kay (poet)	Lewis Carroll Edward Lear	Nicola Davies Shaun Tan
Class Novel/Collection of short stories/poems for learning	Beowulf Short animation – Dream Giver Anglo-Saxon Boy	The Lion, Witch and the Wardrobe. Short animation – A Cloudy Lesson The Creakers	Egyptian /Cinderella Hansel and Gretel The Crocodile Tomb	Poems to Perform	The Jabberwocky Book of Nonsense	The Promise The Lost Thing
Unit and Skills	<p>Narrative – Stories with historical settings</p> <p>Outcome – To write a story set in Anglo-Saxon times,</p> <p>Reading Respond to texts, sharing their opinions and ideas. Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Use dictionaries to check the meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text. Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Writing Identify, select and effectively use pronouns. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, so, because, when</i>. Discuss and record ideas for planning.</p>	<p>Narrative – Film Play and Scripts</p> <p>Outcome – Write a play script which includes text type features and focus skills.</p> <p>Reading Listen to, read and discuss a range of plays. Analyse and evaluate texts looking at language, structure and presentation. Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Writing Identify, collect and use adverbs. Develop characterisation using vocabulary to create emphasis,</p>	<p>Narrative – Fairy Tales/Folk Tales</p> <p>Outcome – To write a fairy story from a different character’s point of view e.g. The witch in Hansel & Gretel.</p> <p>Reading Listen to, read and discuss a fairy tale. Retell a fairy tale. Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust</i>. Explain the meaning of key vocabulary within the context of the text. Make predictions based on information stated and implied. Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Writing Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Use commas to mark clauses in</p>	<p>Poetry on a theme</p> <p>Outcome – To respond to poetry through a creative written outcome.</p> <p>Reading Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Listen to, read and discuss a range of poetry. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Writing</p>	<p>Poetry - Classic Poetry</p> <p>Outcome – To perform a poem using intonation, tone, volume and action and provide carefully constructed feedback for their own or others’ performances.</p> <p>Reading Listen to, read and discuss a classic narrative poem. Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Learn a range of poems by heart and rehearse for performance.</p>	<p>Narrative – Stories with issues and dilemmas</p> <p>Outcome – Write own story with a dilemma based on ‘The Promise’.</p> <p>Reading Analyse and compare a range of plot structures. Use dictionaries to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text. Orally respond to texts, enthusiastically sharing their opinions. Make predictions based on information stated and implied. Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Writing Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the</p>



Aughton Christ Church English Curriculum Map

2022-2023

Year Group 4

	<p>Develop characterisation using action, dialogue and description.</p> <p>Group materials into related paragraphs.</p> <p>Use different sentence structures.</p> <p>Discuss and propose changes with partners and improve writing in light of evaluation.</p>	<p>humour, atmosphere, suspense.</p> <p>Discuss and propose changes with partners and in small groups.</p> <p>Improve writing in light of evaluation.</p> <p>Perform own compositions for different audiences.</p>	<p>complex sentences.</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</p> <p>Read and analyse a fairy tale in order to plan and write their own versions.</p> <p>Discuss and record ideas for planning e.g. chunk a plot</p>	<p>Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Generate and select from vocabulary banks.</p> <p>Use different sentence structures.</p> <p>Use paragraphs to organise writing in fiction and non-fiction texts.</p> <p>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p>	<p>Writing</p> <p>Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth.</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Discuss and propose changes to own and others' writing with partners/small groups.</p> <p>Improve writing in light of evaluation.</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>mountain.</p> <p>Group related material into paragraphs.</p> <p>Read and analyse narrative in order to plan and write their own versions</p> <p>Identify and discuss the purpose, audience, language and structures of narrative.</p> <p>Discuss and record ideas for planning e.g. story mountain.</p> <p>Develop characterisation using action, dialogue and description.</p> <p>Plan and write an opening paragraph which combines the introduction of a setting and character/s.</p> <p>Use different sentence structures.</p> <p>Discuss and propose changes with partners and in small groups.</p> <p>Improve writing in light of evaluation.</p>
<p>Unit and Skills</p>	<p>Narrative – Fantasy stories Non-Fiction – Recounts in the form of newspapers</p> <p>Outcome – To write a newspaper report on the sighting of a mysterious creature spotted in Aughton.</p> <p>Reading</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <p>Make predictions based on information stated and implied.</p> <p>Demonstrate active reading strategies e.g. generate questions, find answers, refine</p>	<p>Poetry – Poems with a structure</p> <p>Outcome – To create a poem based on structure and present it to an audience using intonation, tone and volume.</p> <p>Reading</p> <p>Reading</p> <p>Use suffixes to understand meanings e.g. -ation, -tion, -sion, -cian. -sion.</p> <p>Listen to, read and discuss poetry in different forms.</p> <p>Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g.</p>	<p>Non-Fiction – Explanation Text</p> <p>Outcome – To write an explanation using causal conjunctions.</p> <p>Reading</p> <p>Listen to, read and discuss a range of explanation texts.</p> <p>Analyse and evaluate texts looking at language, structure and presentation.</p> <p>Analyse and evaluate how specific information is organised within an explanation text.</p> <p>Explain how paragraphs are used to order an explanation text.</p> <p>Writing</p> <p>Explore, identify and create</p>	<p>Non-Fiction – Information booklet with a collection of non-fiction text types</p> <p>Outcome – To create an information leaflet about recycling.</p> <p>Reading</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Navigate texts e.g. using contents and index pages in order to locate and retrieve information in print and on screen.</p> <p>Record information from a range of non-fiction texts.</p> <p>Scan for dates, numbers and</p>	<p>Narrative – Fantasy stories</p> <p>Outcome - Write a fantasy story based on a world they have created and developed.</p> <p>Reading</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <p>Make predictions based on information stated and implied.</p> <p>Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions and construct images.</p> <p>Draw inferences around</p>	



	<p>thinking, modify questions and construct images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Writing Discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan. Organise paragraphs in explanations. Link ideas within paragraphs. Generate and select from vocabulary banks</p>	<p>metaphors, similes. Learn a range of poems by heart and rehearsing for performance. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Explain the meaning of key vocabulary within the context of the text.</p> <p>Writing Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. Read and analyse poetry in order to plan their own versions. Identify and discuss the purpose, audience, vocabulary and grammar of poetry. Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases and alliteration. Improve writing in light of evaluation. Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>complex sentences using a range of conjunctions e.g. if, so, because, when. Discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan. Organise paragraphs in explanations. Link ideas within paragraphs. Generate and select from vocabulary banks e.g. causal connectives (as a result, so, because, if, therefore, consequently), technical language appropriate to explanations</p>	<p>names. Analyse and evaluate how specific information is organised within a non-fiction text.</p> <p>Writing Read and analyse non-fiction texts in order to plan their own versions. Discuss and record ideas using a text map to create a plan. Generate and select from vocabulary banks. Use paragraphs to organise writing. Use organisational devices e.g. captions, text boxes, diagrams, lists. Improve writing in light of evaluation</p>		<p>characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Writing Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. Use inverted commas and other punctuation to indicate direct speech. Read and analyse narrative. Discuss and record ideas for planning e.g. story board, boxing-up text types to create a plan. Organise paragraphs in narrative. Link ideas within paragraphs e.g. fronted adverbials for when e.g. In the distance, a lone wolf howled. Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, appropriate to text type.</p>
Enrichments Eg trips/role play/visits/assembly	Class trip to Martin Mere to experience life in an Anglo-Saxon life	Direct and act out their play scripts.	Set up an Egyptian museum for the children to explore	To perform a range of their own poetry	To re-enact the poem 'The Jabberwocky'	To plant seeds to link with 'The Promise' and to plant an area of the school to enhance it.
Spelling Focus	Explore and use the possessive apostrophe with singular proper nouns. Investigate Homophones	Prefixes 'in-', 'il-', 'im-' and 'ir-'. Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-	The /g/ sound spelt 'gu' Words with endings sounding like /tʃə/ spelt '-ture' Possessive apostrophe with plurals Homophones (<i>scene/seen, mail/male, bawl/ball</i>)	Prefixes 'anti-' and 'inter-' Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /ʃən/ spelt 'sion' Apostrophes for possession, including singular and plural Homophones	Suffix '-ous' Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic'



Aghton Christ Church English Curriculum Map 2022-2023

Year Group 4

		en', '-ed')				
	During the year children will be taught : <ul style="list-style-type: none">• To use the first three letters of a word to check its spelling in a dictionary.• To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.• Spell words from the Year 4 list.					
Handwriting	To use diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. To increase legibility, consistency and quality of handwriting (e.g. by ensuring the down strokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).					