

English Modules – Year 4

	Term 1			Term 2			Term 3		
Narrative	Traditional Tales - Myths (quests) (4 weeks)		'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term <i>This could include nonfiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	Writing and performing a play (2 weeks)	Story Settings (3 weeks)	'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term <i>This could include nonfiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	A story/stories with a theme (4 weeks)		'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (eg recounts, instructions)</i>
Grammar focus	See below			See below	See below		See below		
Suggested final written outcome	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.			Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting		Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.		
Non-fiction	Report (4 weeks)			Persuasion (3 weeks)			Discussion (2 weeks)	Explanation (2 weeks)	
Suggested final written outcome	Write own report independently based on notes gathered from several sources			Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing			Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	
Poetry	Vocabulary building (2 weeks)	Structure–riddles (1 week)		Vocabulary building (1 week)	Structure–narrative poetry (2 weeks)		Vocabulary building (1 week)	Take one poet-poetry appreciation (2 weeks)	
Suggested outcome	Read, write and perform free verse	Read and write riddles		Read, write and perform free verse	Recite some narrative poetry by heart Read and respond		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	

Teaching Grammar to Improve Writing in Year 4 Year 4

Word	• The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	• Noun phrases expanded by the addition of modifying adjectives, nouns and • preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	• Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	• Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Use of commas after fronted adverbials
Terminology for pupils	• determiner pronoun, possessive pronoun adverbial