

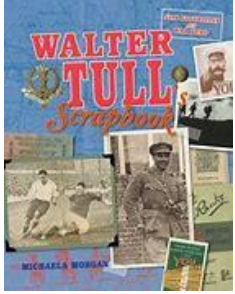
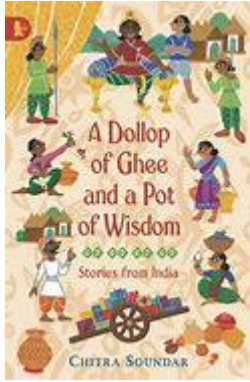
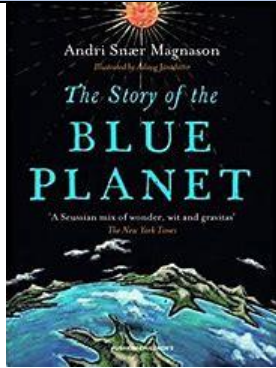
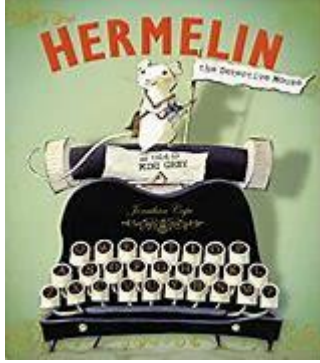
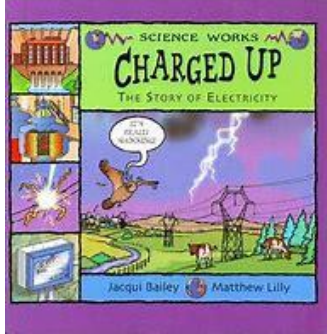
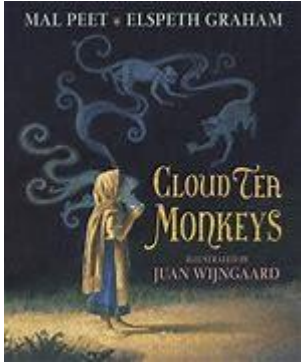
## English Long-Term Overview

“Literacy is the jump-off point from which all of life’s successes take flight.” **Lauri Fautino**

Cross curricular

PSHE

British Values

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Whole Class Reading</b></p> <p style="background-color: yellow; display: inline-block; padding: 2px;">Take One Book</p>	 <p style="margin-top: 10px;">Walter Tull Black History Month, liberty, democracy, respect and tolerance and feelings</p>	 <p style="margin-top: 10px;">A Dollop of Ghee and a pot of Wisdom by Science, Diwali, patterns, Rangoli/ Diva lamps, Respect and tolerance</p>	 <p style="margin-top: 10px;">The Story of the Blue Planet Science, Geography, PSHE,</p>	 <p style="margin-top: 10px;">Hermelin the Detective Mouse Science, Friendship Respect and Tolerance</p>	 <p style="margin-top: 10px;">Story of Electricity- Charging about Global responsibility, Sustainability, Energy</p>	 <p style="margin-top: 10px;">Cloud Tea Monkeys Fair trade, Right respecting, Geography. Respect and tolerance</p>
<p><b>Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>-To give meanings of words in context.</li> <li>-To select and retrieve information.</li> <li>-To summarise the main ideas.</li> <li>-To use what they have read to make</li> </ul>	<ul style="list-style-type: none"> <li>- To give meanings of words in context.</li> <li>-To select and retrieve information.</li> <li>-To summarise main ideas.</li> <li>-To use what they have read to make</li> </ul>	<ul style="list-style-type: none"> <li>- To summarise the main ideas.</li> <li>- -To use what they have read to make inferences from the text.</li> <li>- To form predictions using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>- To summarise the main ideas.</li> <li>- To use what they have read to make inferences from the text.</li> <li>- To form predictions using evidence from the text.</li> <li>- To identify and explain how information is</li> </ul>	<ul style="list-style-type: none"> <li>- To explain the meaning of words in context.</li> <li>- To retrieve information from the text.</li> <li>- To use what they have read to make inferences from the text.</li> <li>- To form predictions using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>- To explain how information or narrative content is related and contributes to meaning as a whole.</li> <li>- To identify and explain how meaning is enhanced through</li> </ul>



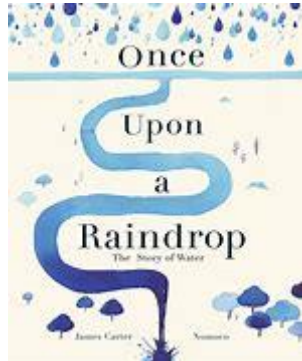
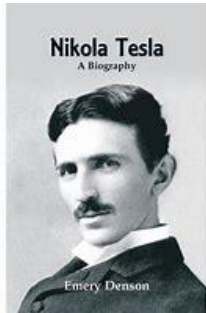
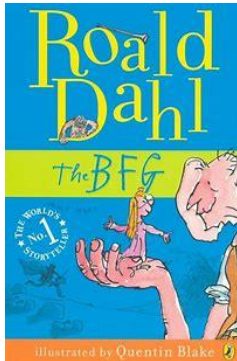

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	<p>inferences from the text. -To form predictions using evidence from the text.</p>	<p>inferences from the text. -To form predictions using evidence from the text. -To identify and explain how information is related and contributes to meaning as whole.</p>	<p>- To identify and explain how information is related and contributes meaning as whole.</p>	<p>related and contributes meaning as whole.</p>		<p>choice of words and phrases. - To summarise the main ideas. - To use what they have read to make inferences from the text</p>
<p><b>Writing Genre</b> <b>The Write Stuff</b></p>	 <p>Feast by Disney <b>Healthy Eating, Bravery, DT</b></p>	 <p>Wizard Of Oz By Cressida Cowell Poetry- Still Rise <b>Friendship</b></p>	 <p>Once Upon a Raindrop <b>Science, Geography</b></p>	 <p>Nikola Tesla- Biography Save the Planet <b>Geography</b> <b>Rights respecting</b></p>	 <p>BFG- Roald Dhal <b>Friendship</b> <b>Drama</b> <b>Art and</b>  Poetry- River by Valerie Bloom <b>Science, Geography</b></p>	 <p>The Lost Thing By Shaun Taun <b>DT</b> <b>Tolerance</b></p>



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<b>Writing Opportunities</b>	<p><b>Fiction:</b> Narrative</p> <p><b>Non Fiction:</b> Autobiography</p>	<p><b>Non – Fiction:</b> Newspaper report</p>	<p><b>Fiction:</b> Narrative</p>	<p><b>Non – Fiction:</b></p> <p><b>Non- Fiction –</b></p>	<p><b>Fiction Narrative</b></p> <p><b>Non – Fiction:</b></p>	<p><b>Fiction:</b></p> <p><b>Non – Fiction:</b></p>
<b>Grammar focus</b>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>- Use present perfect form of verbs in contrast to the past tense. Use <b>noun phrases</b> expanded by the addition of <b>modifying adjectives, nouns</b> and <b>prepositional phrases</b></li> <li>Use inverted commas and other punctuation (? !) to indicate direct speech</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- Choose appropriate and varied pronouns (<i>he, she, it, they, etc...</i>)</li> <li>- Begin to use <b>fronted adverbials</b></li> <li>- <i>noun, pronoun, pronoun</i></li> </ul>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Non-fiction:</b></p> <p>Use present perfect form of verbs in contrast to the past tense</p>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>- Use inverted commas and other punctuation (? !) to indicate direct speech (<i>a comma after the reporting clause; end punctuation within inverted commas</i>)</li> <li>- (<i>The girl shouted, “Go away!”</i>)</li> <li>- (<i>“Are you ok?” he asked.</i>)</li> <li>- (<i>“Thinking back,” she said, “he didn’t expect to win.”</i>)</li> </ul> <p>Use apostrophes to mark singular and plural possession</p> <ul style="list-style-type: none"> <li>- Use fronted adverbial.</li> </ul> <p>Use of commas after <b>fronted adverbials</b></p> <ul style="list-style-type: none"> <li>- <u>Highlight the difference between plural and possession</u></li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>- A wide range of punctuation is increasingly used including possessive apostrophes for plural nouns and other punctuation to indicate direct speech.</li> <li>- Know and how to use the grammatical difference between plural and possessive.</li> <li>- Use ‘we were’ instead of ‘we was’; ‘I did’ instead of ‘I done’ and ‘could have’ instead of ‘could of’</li> <li>- Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</li> <li>- Confidently and accurately use <b>subordination</b> with the correct use of commas where appropriate (<i>Even though it was the boys birthday, he cried.</i>)</li> <li>- Use apostrophes to mark singular and plural</li> </ul>	<p>All writing statements from year 4</p>



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			Extend the range of sentences with more than one clause		possession (the girl’s name, the girls’ names. Girls’, boys’, babies’ James’s, children’s, men’s, Bob’s.  Non-fiction: -	
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