

Hillmead Primary School
English Overview - Objectives

Year 4

Autumn 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
Varmints Tar Beach	<p>- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Using dictionaries to check the meaning of words that they have read <p>- Identifying themes and conventions in a wide range of books</p> <ul style="list-style-type: none"> - Discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<p>- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p>	<p>- Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p> <p>- Introduction to paragraphs as a way to group related material</p> <ul style="list-style-type: none"> - Headings and sub-headings to aid presentation - Use of paragraphs to organise ideas around a theme - Use of commas to clarify meaning or avoid ambiguity - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <p>- Using fronted adverbials</p> <p>- Word families based on common words, showing how words are related in form and</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> - In non-narrative material, using simple organisational devices - Organising paragraphs around a theme - In narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Proposing changes to grammar and vocabulary to improve consistency <p>Draft and write by:</p> <ul style="list-style-type: none"> - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich

		<p>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Retrieve and record information from non-fiction</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Reading books that are structured in different ways and reading for a range of purposes <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - Identifying main ideas drawn from more than one paragraph and summarising these - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 		<p>meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p> <ul style="list-style-type: none"> - Introduction to inverted commas to punctuate direct speech - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) - Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] - Use of commas after fronted adverbials 	<p>vocabulary and an increasing range of sentence structures</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing and suggesting improvements - Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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Autumn 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>The Lion and The Unicorn</p> <p>Odd and The Frost Giants</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>- Identifying themes and conventions in a wide range of books</p> <p>- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>- Discussing words and phrases that capture the reader's interest and imagination</p> <p>- Asking questions to improve their understanding of a text</p> <p>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>- Predicting what might happen from details stated and implied</p>	<p>- Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>- Spell further homophones</p> <p>- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>- Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>- Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.</p>	<p>- Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions</p> <p>- Headings and sub-headings to aid presentation</p> <p>- Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> <p>- The grammatical difference between plural and possessive –s</p> <p>- Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>- Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>	<p>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>- Organising paragraphs around a theme</p> <p>- In narratives, creating settings, characters and plot</p> <p>- Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Write sentences by:</p> <p>- Discussing and recording ideas</p>

		<ul style="list-style-type: none">- Identifying how language, structure, and presentation contribute to meaning- Retrieving and record information from non-fiction- Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		<ul style="list-style-type: none">- Use of paragraphs to organise ideas around a theme- Use of inverted commas and other punctuation to indicate direct speech- Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
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Spring 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
Cinnamon The Selfish Giant	<p>- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identifying themes and conventions in a wide range of books - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>- Use further prefixes and suffixes and understand how to add them –tion and –ness suffixes (English Appendix 1)</p>	<ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) - Fronted adverbials [for example, <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 within and across sentences to aid cohesion and avoid repetition - Use of inverted commas and other punctuation to indicate direct speech - Use of inverted commas and other punctuation to indicate direct speech 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - Organising paragraphs around a theme - In narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing and suggesting improvements - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

		<ul style="list-style-type: none"> - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising these <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> - Discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 		<ul style="list-style-type: none"> - Use of commas after fronted adverbials 	<ul style="list-style-type: none"> - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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Spring 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>Gulliver</p> <p>Shackleton's Journey</p>	<ul style="list-style-type: none"> - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identifying main ideas drawn from more than one paragraph and summarising these - Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Using dictionaries to check the meaning of words that they have read <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - Drawing inferences such as inferring characters' feelings, thoughts and motives from their 	<ul style="list-style-type: none"> - Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Spell further homophones 	<ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions, adverbs, or prepositions - Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] - Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] - Use of paragraphs to organise ideas around a theme - Use of commas after fronted adverbials - Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation 	<ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - In narratives, creating settings, characters and plot - Proof-reading for spelling and punctuation errors <p>Plan their writing by:</p> <ul style="list-style-type: none"> - Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - Organising paragraphs around a theme - In non-narrative material, using simple organisational devices <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing and suggesting improvements

		<p>actions, and justifying inferences with evidence</p> <ul style="list-style-type: none">- Predicting what might happen from details stated and implied- Identifying main ideas drawn from more than one paragraph and summarising these- Retrieving and recording information from non-fiction		<ul style="list-style-type: none">- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play- 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)- Introduction to inverted commas to punctuate direct speech	<ul style="list-style-type: none">- Proof-reading for spelling and punctuation errors
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Summer 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
FATHER Until I Met Dudley	<p>- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally - identifying themes and conventions - discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - Asking questions to improve their understanding of a text - Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Reading books that are structured in different ways and reading for a range of purposes - Discussing words and phrases that capture the 	<ul style="list-style-type: none"> - Spell further homophones - Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Using conjunctions, adverbs and prepositions to express time and cause - Using fronted adverbials - Introduction to paragraphs as a way to group related material - Use of paragraphs to organise ideas around a theme - Using the present perfect form of verbs in contrast to the past tense <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - Using commas after fronted adverbials - Formation of nouns using a range of prefixes [for example super-, anti-, auto-] (Y3) - Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] (Y3) 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - In narratives, creating settings, characters and plot - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing and suggesting improvements - Discussing and recording ideas - Organising paragraphs around a theme - In non-narrative material, using simple organisational

		<p>reader's interest and imagination</p> <ul style="list-style-type: none"> - Identifying main ideas drawn from more than one paragraph and summarising these <p>Retrieve and record information from non-fiction</p>		<ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (Y3) - Headings and sub-headings to aid presentation (Y3) - The grammatical difference between plural and possessive –s - 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) - 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 - Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Use of commas after fronted adverbials 	<p>devices [for example, headings and sub-headings]</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing and suggesting improvements - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
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Summer 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>The Lion, the Witch and the Wardrobe</p> <p>Jabberwocky</p>	<ul style="list-style-type: none"> - Apply knowledge of root words, prefixes and suffixes - Read aloud and understand meaning of new words they meet - To begin to read, understand and learn the words from the Year 5/6 word list <i>aggressive, bargain, conscience, hindrance, temperature</i> - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Identifying themes and conventions in a wide range of books - Discuss words and phrases that capture the reader's interest and imagination - Identify and summarise main ideas drawn from more than one paragraph - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Identifying main ideas drawn from more than one paragraph and summarising these - Justifying answers with evidence from several points in the text using correct technical language e.g. metaphor and simile - Develop positive attitudes to reading and understanding of what they read by: - Listening to and discussing a wide range of poetry 	<ul style="list-style-type: none"> - Children who continue to need support in the use of phonics and whole-word recognition should have access to this support and be encouraged to use the strategies independently. - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed, both to read aloud and to understand the meaning of new words that they meet - 5 words have been taken directly from the year 5/6 Statutory Word List and these will be taught within the context of the planning sequence: <i>aggressive, bargain, conscience, hindrance, temperature</i> - Use further prefixes and suffixes and understand how to add them 	<ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] - Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] - Use inverted commas to punctuate direct speech - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) - Use relative clauses beginning with <i>who, which, where, when, whose, that, or an omitted relative pronoun</i> - Expressing, <i>soon, therefore</i>, or prepositions [for example, <i>before, after, during, in, because of</i>] - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - In narratives, creating settings, characters and plot - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (Y5/6) - Assessing the effectiveness of their own and others' writing and suggest improvements - In narratives, creating settings, characters and plot - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof read for spelling and punctuation Read aloud their own writing to a group or whole class Draft and write by:

		<ul style="list-style-type: none"> - Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume, action - Recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Predicting what might happen from details stated and implied 		<p>avoid repetition</p>	<ul style="list-style-type: none"> - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
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