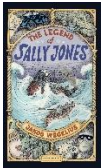
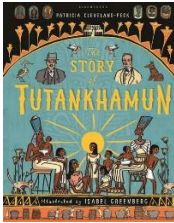
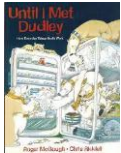
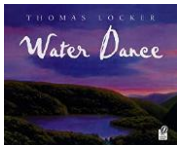




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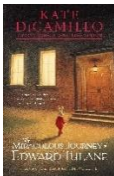
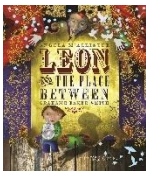
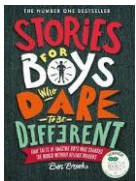
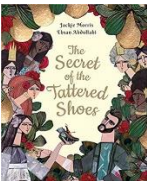
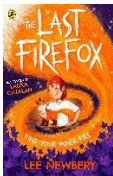
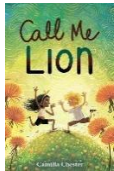
Year Four: English Overview 2026/27

Whole School English Events		Thursday 1 st October 2026: National Poetry Day (Theme: Wonder) – Poetry Slam Thursday 4th March 2026 : World Book Day – Whole School Text	
	Unit One	Unit Two	
Autumn One: 3 days + 7 weeks	 Lead Text: The Legend of Sally Jones – Jacob Wegelius Genre: Graphic Novel Supporting Texts: other graphic novels Outcome: a sequel to the original story Purpose: To entertain Audience: a letter from the author	 Lead Text: The Story of Tutankhamun - Patricia Cleveland-Peck Genre: Story/Information hybrid Supporting Texts: further texts about Howard Carter/Tutankhamun, magazines (The Week) Outcome: Magazine spread (non-chron) Purpose: To inform Audience: Readers of BBC History Magazine	
Autumn Two 4 days + 6 weeks	 Lead Text: Until I met Dudley – Roger McGough Genre: Explanation Texts Supporting Texts: Wallace & Gromit Cracking Contraptions (film) Outcome: Explanation of How a ... Works. Purpose: To explain how a machine works Audience: Viewers of a CBBC Documentary (Oral outcome)	 Lead Text: A Midsummer Night's Dream – Andrew Matthews Genre: Shakespeare (version of) Fantasy Supporting Texts: further versions of the text Outcome: Innovation of one plotline from story in 1st person Purpose: To entertain (Book of stories for class) Audience: Peers	
Spring One 4 days + 5 weeks	 Lead Text: Mythologica – Dr Stephen Kershaw, The Orchard Book of Greek Myths – Geraldine McCaughrean Genre: Non-Chronological report / Traditional Tale (Myth) Supporting Texts: Mythopedia – Good Wives and Warriors / Greek Myths – Ann Turnbull / Greek Myths – Marcia Williams Outcome: Discussion Text: Were the Greek Heroes really that Heroic? / Innovated version of a Greek Myth (Theseus and the Minotaur) Purpose (non-fiction): To present two view points (Letter from a historian asking children to help) Audience (non-fiction): Historian Purpose (narrative): To entertain Audience (narrative): Invite parents in to share stories		
Spring Two 4 weeks + 4 days	 Lead Text: The Secret Garden – Frances Hodgson Burnett* Genre: Classic Children's Literature Supporting Texts: The Secret Garden – Retold by Claire Freedman Outcome: Innovated story based on an aspect of the plot Purpose: To entertain Audience: Read stories to year two	 Lead Text: Water Dance – Thomas Locker Genre: Poetry on a theme Supporting Texts: Hello H2O – John Agard Outcome: Poems based on structure and language	



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Summer One 6 weeks (including 1x bank holiday)	 Lead Text: The Pied Piper of Hamelin – Michael Morpurgo Genre: Traditional Tale (Legend) / Report - Newspaper Supporting Texts: Examples of newspapers incl. First News Outcome: Recount (Newspaper report) / innovated story Purpose (non-fiction): To report the news Audience (non-fiction): The people of Hamelin and nearby towns Purpose (narrative): To entertain Audience (narrative): The people of Hamelin (who want to read about other towns where similar events have happened)
Summer Two 4 days + 6 weeks	 Lead Text: The Butterfly Lion Genre: Significant Author / Historical setting Supporting Texts: extracts from other books by Michael Morpurgo Outcome: Additional chapter for story using existing characters Purpose: To entertain Audience: Michael Morpurgo has requested a sequel/additional chapter  Lead Text: The Little Shoe Maker (Literacy Shed) Genre: film narrative / persuasion Supporting Texts: examples of persuasive adverts Outcome: Persuasion (advert for shoes) Purpose: To persuade people to buy shoes Audience: Visitors to local shoe shop (Choose real shop in Burnley town centre)

	Additional Texts to be shared with children during class read time:	Texts to support non-core learning
Year Four	The Miraculous Journey of Edward Tulane – Kate DiCamillo Leon and the Place Between – Angela McAllister Stories for Boys who Dare to be Different – Ben Brooks and Quinton Winter* The Secret of the Tattered Shoes – Jackie Morris The Last Firefox – Lee Newbury* Call me Lion – Camilla Chester*      	Egyptology: Search for the Tomb of Osiris - Emily Sands Meet the Ancient Egyptians - James Davies A Mummy ate my Homework – Thiago de Moraes Marcy and the Riddle of the Sphinx – Joe Todd-Stanton Greek Gods & Heroes - Sylvie Baussier & Almasty A Visitor's Guide to Ancient Greece - Lesley Sims Maps of the United Kingdom - Rachel Dixon & Ms. Livi Gosling Flood - Alvaro F. Villa Why Water's Worth It - Lori Harrison A River – Marc Martin The Rhythm of the Rain – Grahame Baker-Smith The Drop in my Drink: The Story of Water on Our Planet - Meredith Hooper & Chris Coady
Class Reads should also include texts linked to topical issues and provide opportunity for teacher to share books that they are passionate about e.g. books they loved as a child or books they love sharing with their own children. It may also be appropriate to continue reading a book from an English unit.		



Key Learning in Reading: Year 4

Word Reading	Comprehension
As above and: - Read books at an age appropriate interest level. - Use knowledge of root words to understand meanings of words. - Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. - Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. - Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below).	As above and: Developing pleasure in reading and motivation to read - Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts</i>. - Regularly listen to whole novels read aloud by the teacher. - Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. - Learn a range of poems by heart and rehearse for performance. - Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. - Orally retell a range of stories, including less familiar fairy stories, myths and legends. Understanding the text - Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>. - Explain the meaning of key vocabulary within the context of the text. - Use dictionaries to check meanings of words in the texts that they read. - Use punctuation to determine intonation and expression when reading aloud to a range of audiences. - Make predictions based on information stated and implied. - Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. - Justify responses to the text using the PE prompt (Point + Evidence). - Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i>. - Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. - Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i>. - Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. - Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings</i>. Retrieving and recording information from non-fiction - Prepare for research by identifying what is already known about the subject and key questions to structure the task. - Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. - Record information from a range of non-fiction texts. - Scan for dates, numbers and names. - Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. - Explain how paragraphs are used to order or build up ideas, and how they are linked. Participating in discussion - Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. - Develop, agree on and evaluate rules for effective discussion. - Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.



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Key Learning in Writing: Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
As above and: - Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> - Use commas to mark clauses in complex sentences. - Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> - Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> - Use commas after fronted adverbials. - Identify, select and use determiners including: - articles: <i>a/an, the</i> - demonstratives: <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i> - Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> - Identify, select and effectively use pronouns. - Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. - Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i> - Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. - Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.	As above and: Planning - Read and analyse narrative, non-fiction and poetry in order to plan their own versions. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. - Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i> Drafting and Writing - Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. - Plan and write an opening paragraph which combines setting and character/s. - Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. - Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. - Use different sentence structures (see VGP). - Use paragraphs to organise writing in fiction and non-fiction texts. - Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i> - Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i> Evaluating and Editing - Proofread to check for errors in spelling, grammar and punctuation. - Discuss and propose changes to own and others' writing with partners/small groups. - Improve writing in light of evaluation. Performing - Use appropriate intonation, tone and volume to present their writing to a range of audiences.	As above and: - Use further prefixes, e.g. <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. - Use further suffixes, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>. - Investigate what happens to words ending in <i>f</i> when suffixes are added, e.g. <i>calf/calves</i>. - Identify and spell words with the /k/ sound spelt <i>ch</i> (Greek in origin), e.g. <i>scheme, chorus</i>. - Identify and spell words with the /j/ sound spelt <i>ch</i> (mostly French in origin), e.g. <i>chef, chalet, machine</i>. - Identify and spell words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue, antique</i>. - Identify and spell words with the /s/ sound spelt <i>sc</i> (Latin in origin), e.g. <i>science, scene</i>. - Understand how diminutives are formed using e.g. suffix <i>-ette</i> and prefix <i>mini-</i>. - Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate</i> = <i>pollinate</i> (verb). - The /t/ sound spelt <i>y</i> elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>. - Use the first three letters of a word to check its spelling in a dictionary. - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy). - Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.	As above and: - Use a joined style throughout their independent writing. - Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i>



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Key Learning in Spoken Language: Year 3/4

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
As above and: ▪ Listen and retain key points from a range of situations, e.g. <i>information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing.</i> ▪ Listen to peers and retain key points in a range of situations, e.g. <i>following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc.</i> ▪ Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others perform a playscript, persuasive advert or poem.</i> ▪ Listen and consider viewpoints from adults and peers, e.g. <i>different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science, or using historical evidence to identify a point of view.</i>	As above and: ▪ Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. ▪ Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. ▪ Respond to questions posed by an adult or peer, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and ask further relevant questions to extend understanding and knowledge. ▪ Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. ▪ Take turns when making contributions and responding to others, in a variety of group situations, e.g. <i>discussions and debates.</i>	As above and: ▪ Use Standard English verb inflections when speaking, e.g. - <i>I was</i> - <i>we were</i> - <i>they are</i> - Use conjunctions <i>and, but, because, when, before, after, if, so, as, while, since, although</i> during talk to extend ideas in narrative and non-fiction, using speaking frames to support, e.g. - <i>When the Romans arrived in Britain, they...</i> - <i>Since 43AD, ...</i> - <i>If the character...</i> ▪ Use a range of sentence starter prompts in narrative and non-fiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas. Use speaking frames to support, e.g. - <i>Before long, ...</i> - <i>Soon after, ...</i> - <i>As the sun was setting over the hills, ...</i> - <i>Across the rooftops, ...</i>	As above and: ▪ Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum. ▪ Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. ▪ Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. ▪ Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. <i>use a thesaurus to explore appropriate synonyms from which to select</i>	As above and: ▪ Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. <i>props, images, actions and story maps.</i> ▪ Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> ▪ Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference.</i> ▪ Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.</i>



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	▪ Provide oral explanations, extending with additional details, e.g. <i>hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc.</i> ▪ Speak audibly and fluently when communicating with others in pairs, groups and whole class situations.			▪ Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. <i>different groups, another class, whole school.</i> ▪ Use non-verbal gestures whilst presenting and performing to gain the audience's interest.
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