



## St Alban's Catholic Primary School

*"St Alban's school exists to provide high quality education within a living Catholic Community which values each individual and enables every child to reach his or her full potential."*

### English Overview

**Class: Year 4**

**Term: Autumn 2016**

Week:	Area of Learning	Learning Objectives:	Homework
1	Fiction: Stories with familiar settings	Using <b>Care of Henry</b> by Anne Fine, the children will summarize part of the story, make predictions about what might happen next - using evidence from the text and their own opinions, consider different character's perspectives (through writing and role play) and do some persuasive writing. They will then create and write their own story in the style of care of Henry, thinking carefully about the characters, settings and 'choice' that has to be made.	
2	Fiction: Stories with familiar settings		Edit and improving extract (basic punctuation)
3	Fiction: Stories with familiar settings		<u>Grammar focus:</u> <ul style="list-style-type: none"><li>• Use of dictionary to find spellings and look up meaning of words</li><li>• Using and punctuating direct speech</li><li>• Use of paragraphs to organize writing around a theme</li></ul>
4	Non-fiction: Information texts	The children will explore the features of information texts, reading and comparing a range of texts and identifying the features. They will then write with the teacher their own information text, edit and improve an example and research a topic for their own information text about the Anglo Saxons (topic link)	Information sentences
5	Non-Fiction: Information texts	<u>Grammar focus:</u>	Possessive apostrophe

		<ul style="list-style-type: none"> <li>• <i>Indicate possession by using the possessive apostrophe with plural nouns</i></li> <li>• <i>Use commas after or before phrases and clauses.</i></li> <li>• <i>Use nouns and pronouns appropriately to avoid repetition or ambiguity and to add clarity and cohesion.</i></li> </ul>	
6	Non-Fiction: Information texts		Commas
7	Poetry:	<p>Children read and respond to a range of poems and prose extracts that use similes and other simple images to create a vivid picture for a reader. Explore and create similes. Write poems experimenting with the use of simile. Subject matter for the poems can be drawn from other curriculum areas or related to cross-curricular themes.</p> <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> <li>• <i>Use and understand the grammatical terminology in Appendix 2.</i></li> <li>• <i>Using fronted adverbials</i></li> <li>• <i>Use the past tense consistently in contrast to the present. adverbs to express cause.</i></li> </ul>	Fronted adverbials
8	Fiction: Warning stories	<p>Using <b>The Caravan</b> by Pie Corbett children look at the effectiveness of different descriptions, then children learn to develop their own descriptions. Children learn how to use different clauses in their writing. They will also write diary entries about what happened in role as either boy; discuss what might happen next - will they find another similar place? Compare and contrast the two boys - using quotes from the text to support viewpoints; find clues to explain how Mitch's view of his Mum changes during the course of the story; practice writing warning openings, punctuating the dialogue accurately; write short, descriptive paragraphs of dangerous settings.</p> <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> <li>• <i>Use the past tense of verbs</i></li> <li>• <i>Writing in the 1<sup>st</sup> person</i></li> <li>• <i>Extending the range of sentences with more than one clause</i></li> </ul>	Adjectives
9	Fiction: Warning stories		Past/present tense
10	Fiction: Warning stories		Embedded clauses
11	Non-Fiction: Letters	<p>Children to read <b>The Jolly Postman</b> by Allan Ahlberg and discuss the range of letters and styles involved in the story. Sort formal and informal letters, discovering the features of each to compare and contrast, as well as planning and composing their own.</p>	Present perfect
12	Non-Fiction: Letters		Conjunctions

		<u>Grammar focus:</u> <ul style="list-style-type: none"> <li>Using the present perfect form of verbs in contrast to the past tense</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> </ul>	
13	Poetry: Narrative poetry	Using a range of texts, eg: <b>Matilda who told lies and was burned to death</b> by: Hilaire Belloc <b>The Owl and the Pussy Cat</b> by Edward Lear <b>Adventures of Isabel</b> by Odgen Nash <b>The tale of custard the dragon</b> by Ogden Nash the children are to recite some narrative poetry off by heart, read and respond to the poems and reproduce narrative poetry about a known tale.	Adverbs
14	Poetry: Narrative poetry	<u>Grammar focus:</u> <ul style="list-style-type: none"> <li><i>Choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</i></li> <li><i>Apostrophes to mark possession</i></li> <li><i>Organising ideas around a theme</i></li> </ul>	Prepositions