

# Archbishop of York's C.E. Junior School

## Y4 Literacy Curriculum Overview

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPIC:	SCIENCE <i>'Elements'</i>	CULTURE <i>'Four Corners of the World'</i>	PEOPLE <i>'Influential People'</i>	HISTORY <i>'In The Past'</i>	GEOGRAPHY <i>'Landscapes'</i>	ARTS <i>'That's Entertainment'</i>
Year 4	Earth	East	Heroes and heroines	Invaders	Oceans	Art and Sculpture
<b>Text Level</b> <i>(Writing Composition)</i>	Recounts (descriptive) Note-taking Information texts Creation stories	Fantasy stories Similes, alliteration, onomatopoeia Haiku poems Letter writing Cultural story	Short story Biography and autobiography Respond to and offer viewpoints	Non-chronological report Letter Diary account	Recount Newspaper article Adventure stories Imagery poems Stories of the sea	Reports Discussion/Persuasion Instructions
<b>Sentence Level</b> <i>(Vocabulary, Grammar and Punctuation)</i>	<b>Fronted adverbials</b> and correct use of commas after them ( <i>Later that day, I heard...</i> ) <b>ADVERBIAL</b> Commas for clauses Sentence types	Noun phrases expanded by the addition of modifying adjectives, nouns & preposition phrases. Use of paragraphs to organise ideas around a theme. <b>DETERMINER</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s. <b>Apostrophe</b> to mark singular and <b>plural</b> possession <b>POSSESSIVE PRONOUN</b>	Standard English forms for <b>verb inflections</b> instead of local forms ( <i>we were/we was</i> )	Use of inverted commas and other <b>punctuation</b> to indicate direct speech ( <i>The conductor shouted, "Sit down!"</i> )	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition <b>PRONOUN</b>
<b>Word Level</b> <i>(Spelling)</i>	50 word list Prefixes in, il, im Suffixes –ing, –en, –er, –ed Homophones: peace/piece, main/mane, affect/effect Words ending –sure (measure, pressure) <i>Spelling buddies</i>	ei, eigh, ey (eight, neighbour, they, obey, vein) ou (young, touch, double, country) ch (chef, chalet, machine) Possessive apostrophe for plurals (girls' boys' babies')	–ture (creature, furniture) –tion (competition, explanation) –sion (comprehension) –ssion (profession) –cian (magician)	Possessive apostrophe for singular proper nouns (Cyprus's, Sally's) Prefixes ir, inter, anti Suffixes –ation (sensation, preparation) Homophones scene.seen, male/mail, bawl/ball <i>Using dictionaries</i>	Revise Y3 prefixes un, dis, mis, re, pre, sub, tele, super, auto Suffix –ly (exceptions y-i, le-ly, ic-ally) Suffix –ous (poisonous, outrageous) Homophones: fair/fare, weather/whether, medal/middle <i>Check writing for mis-spelt words on Y3/4 list</i>	Revise plural apostrophe rules Sc (science, scene, discipline, fascinate, crescent) Words ending –sion (division, confusion)

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<p><b>Reading</b> <i>(Word reading and Comprehension )</i></p>	<p><b>Creation stories</b> (Christian, Hindu) <b>Information Texts-</b> regions of the world (habitats) <b>Information Texts-</b> dinosaurs and fossils</p>	<p><b>Fantasy story extracts</b> <b>Story and Poem-</b> the Chinese Willow Pattern</p>	<p><b>Range of biography texts</b> (Martin Luther King Jr, Mother Teresa, Nelson Mandela) <b>Autobiography Text</b> Superhero</p>	<p><b>Letter Home from a Soldier-</b> Rigby Navigator <b>Information texts:</b> Roman army, Roman towns, Roman Gods <b>Information Text-</b> the digestive system</p>	<p><b>Story of the Titanic-</b> various texts <b>Information texts-</b> world's oceans facts, deep sea creatures</p>	<p><b>Biography texts-</b> variety of artists inc. Frida Kahlo <b>Instructions-</b> relief printing</p>
<p><b>Guided Reading</b></p>	<p>The Wild Robot- Peter Brown</p>	<p>The Wild Robot- Peter Brown</p>	<p>Why the Whales Came- Michael Morpurgo</p>	<p>Why the Whales Came- Michael Morpurgo</p>	<p>Letters from the Lighthouse- Emma Carroll</p>	<p>Letters from the Lighthouse- Emma Carroll</p>
<p><b>Spoken Language</b></p>	<p>Pupils should be taught to listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role-play, improvisations and debates; gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints attending to and building on the contributions of others; select and use appropriate registers for effective communication</p>					