

# Blessed Sacrament Mastery Curriculum for English- Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Purpose for writing</b>	Writing to inform/entertain	Writing to inform/entertain Writing to persuade	Writing to entertain Writing to inform Writing to persuade	Writing to inform/entertain	Writing to entertain	Writing to inform Writing to Entertain
<b>Main text</b>	<b>River Singers</b> Poems – Tiger by Stephanie Mulrooney Jerry – Unknown author Campfire – Amy Ludwig VanDerwater	<b>I Was There.</b>	<b>Thieves of Ostia</b> Poems – Examples of Kennings, Haikus and Tankas.	<b>Everest</b>	<b>The Story of Tutankhamun</b>	<b>Beatrice’s Goat</b> <b>The Long Road Home</b>
<b>Other texts/multimedia</b>	Non-chronological Report Dialogue/play script Poetry - creating images Narrative	Stories with historical settings Adverts Diary entry Letters to persuade	Playscripts Stories from an imaginary world Poetry - exploring form	Letter Writing Diary Entry Setting description Biography	Newspaper Reports Instructions Stories with historical settings	Debate Stories from other cultures
<b>Genre</b>						
<b>Word</b>	<ul style="list-style-type: none"> <li>Spell words that are often misspelt.</li> </ul> Revise <ul style="list-style-type: none"> <li>Use the first two or letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the grammatical difference between plural and possessive -s.</li> </ul>	<ul style="list-style-type: none"> <li>Standard English forms for verb inflections instead of local spoken forms.</li> </ul>	<ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in word with regular plurals and in words with irregular plurals.</li> </ul>	<ul style="list-style-type: none"> <li>Revise, consolidate and apply all Y4 content.</li> </ul>	<ul style="list-style-type: none"> <li>Spell further homophones.</li> </ul>
<b>Sentence</b>	Revise <ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions, adverbs or prepositions.</li> <li>Begin to extend the range of sentences with more than one</li> </ul>	<ul style="list-style-type: none"> <li>To consistently use fronted adverbials (phrases).</li> <li>Noun phrases expanded by the addition of</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between Standard and Non-Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Revise, consolidate and apply all Y4 content.</li> </ul>	<ul style="list-style-type: none"> <li>Revise, consolidate and apply all Y4 content.</li> </ul>

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	<p>clause by using a wider range of conjunctions, including when, if, because, although.</p> <ul style="list-style-type: none"> <li>• Use of the form a or an according to whether the next word begins with a consonant or a vowel.</li> </ul>	<p>modifying adjectives, nouns and preposition phrases.</p>	<ul style="list-style-type: none"> <li>• Use tenses consistently, including the perfect forms of verbs to mark relationships of time and cause.</li> </ul>	<p>and avoid repetition.</p> <ul style="list-style-type: none"> <li>• Use of present perfect form of the verb instead of the simple past. ( He has gone out to play contrasted with He went out to play)</li> <li>• Well structured descriptions including to express feelings and a range of adventurous vocabulary.(emotive language)</li> </ul>		
Text		<ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas around a theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. -</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose for writing should underpin the decisions about the form the writing should take.</li> </ul>	<ul style="list-style-type: none"> <li>• In non-narrative material, use simple organisational devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise, consolidate and apply all Y4 content.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Inverted commas.</li> <li>• Question marks, exclamation marks, full stops.</li> </ul>	<ul style="list-style-type: none"> <li>• Use commas after fronted adverbials.</li> <li>• Use of inverted commas and other punctuation to indicate direct speech, for</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate learning so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes to mark plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise, consolidate and apply all Y4 content.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise, consolidate and apply all Y4 content.</li> </ul>

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		example, a comma after the reporting clause; end punctuation within inverted commas.				
<b>Terminology</b>	<ul style="list-style-type: none"> <li>• Determiner</li> <li>• Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive pronoun</li> <li>• Adverbial</li> <li>• Pronoun</li> </ul>	<ul style="list-style-type: none"> <li>• Revise, consolidate and apply all Y4 terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise, consolidate and apply all Y4 terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise, consolidate and apply all Y4 terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise, consolidate and apply all Y4 terminology.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Ensure that 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a joined handwriting throughout their independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the fluency they are able to write down what they want to say.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise, consolidate and apply Y4 content.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise, consolidate and apply Y4 content.</li> </ul>

## Continuous Objectives

Year 4	<p>Compose and rehearse sentences aloud to build a range of sentence structures and vocabulary.</p> <p>Assess their writing and others' writing and suggest improvements.</p> <p>Edit work, making changes to grammar and vocabulary where appropriate.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Write simple sentences dictated by the teacher including spellings and punctuation taught.</p>
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<p>Spoken Language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> </ul>
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- 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.