

## Year 4 English Map Autumn 1 2024-2025

Objectives typed in blue are the key performance indicators (KPIs).

Objectives which must be promoted/taught throughout the year:
Spoken Language (Years 1-6)
<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> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ articulate and justify answers, arguments and opinions</li> <li>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>▪ gain, maintain and monitor the interest of the listener(s)</li> <li>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>▪ select and use appropriate registers for effective communication</li> </ul>
Reading - Comprehension
<ul style="list-style-type: none"> <li>▪ Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>▪ 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</li> </ul>
Writing - Transcription
<ul style="list-style-type: none"> <li>▪ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>▪ Increase the legibility, consistency and quality of their handwriting: e.g. 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</li> </ul>

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Autumn 1 Wonders of the World Diverse Us							
	Text Types	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Autumn 1 – 8 weeks	Narrative x 6 weeks  Poetry x 1 week	Texts linked to Black History Month and multiculturalism: <ul style="list-style-type: none"> <li>• <i>Look Both Ways</i></li> <li>• <i>Journey to Jo'Burg</i></li> </ul> Poems by Joseph Coelho – Children's Laureate 2022	<ul style="list-style-type: none"> <li>• 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:</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation)</li> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Recognising some different forms of poetry</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Draft and write by: in narratives, creating settings, characters and plot</li> <li>• Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession</li> <li>• Use of commas after fronted adverbials</li> <li>• Learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>

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Autumn 2: To whom it may concern... Letters and Correspondence							
	Text Types	Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Autumn 2 – 7 weeks	Informal letters  Formal letters	<i>Tin Forest by Helen Ward</i>  <i>What A Waste: Rubbish, Recycling, and Protecting our Planet</i>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Asking questions to improve their understanding of a text</li> <li>Predicting what might happen from details stated and implied</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by: composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Learning the grammar for years 3 and 4 in English Appendix 2</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>

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Spring 1: Once Upon A Time Fairy tales and Traditional Tales							
	Text Types	Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 1 – 6 weeks	Fairy tales and traditional tales  BW 1: Writing a fairy/traditional tale – retelling  BW 2: Writing Snow White in a different, modern day setting (for example, story set at Brampton)	The Poisoned Apple  Snow White in New York	<ul style="list-style-type: none"> <li>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:</li> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions to improve their understanding of a text</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>use further prefixes and suffixes and understand how to add them</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Draft and write by: organising paragraphs around a theme</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using the present perfect form of verbs in contrast to the past tense</li> <li>Learning the grammar for years 3 and 4 in English Appendix 2</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>

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Spring 2: Mother Nature Adventure Stories							
	Text Types	Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 2 – 6 weeks	Poetry connected to Mother Nature 1 week  Plan, draft, edit and write their own adventure stories.	To be decided and agreed on with the individual classes.	<ul style="list-style-type: none"> <li>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:</li> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions to improve their understanding of a text</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>Identifying themes and conventions in a wide range of books</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Draft and write by: in narratives, creating settings, characters and plot</li> <li>Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials</li> <li>Using the present perfect form of verbs in contrast to the past tense</li> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>

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**Summer 1:  
Travelling and explorers**

	<b>Outcomes</b>	<b>Suggested Texts</b>	<b>Word reading</b>	<b>Comprehension</b>	<b>Writing Transcription</b>	<b>Writing Composition</b>	<b>Vocab, Grammar, Punctuation</b>
<b>Summer 1 - 6 weeks</b>	<ul style="list-style-type: none"> <li>Retelling a journey</li> <li>Diary entry</li> <li>Setting description</li> </ul>	<ul style="list-style-type: none"> <li>The Antlered Ship</li> <li>When Jessie Came Across The Sea</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet:</li> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions to improve their understanding of a text</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Draft and write by: organising paragraphs around a theme</li> <li>Proof-read for spelling and punctuation errors</li> <li>Plan their writing by: discussing and recording ideas</li> </ul>	<ul style="list-style-type: none"> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using the present perfect form of verbs in contrast to the past tense</li> <li>Learning the grammar for years 3 and 4 in English Appendix 2</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>

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Summer 2: Follow the Rules							
	Outcomes	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 2 – 7 weeks	<ul style="list-style-type: none"> <li>Two Big Write pieces.</li> <li>Writing newspaper articles/match reports for different sporting events. You may wish to use video stimulus for this or a key sporting moment from history - Euros 1996, England Vs Germany and the penalty shoot-out. The 2012 Olympic Super Sunday, the Paralympics etc.</li> <li>Writing the rules for a game.</li> </ul>	<ul style="list-style-type: none"> <li>Writing a biography for one of the following people: Muhammad Ali or Lea Williamson.</li> </ul>	<ul style="list-style-type: none"> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>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</li> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Retrieve and record information from non-fiction</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Spell further homophones</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Plan their writing by: discussing and recording ideas</li> <li>Draft and write by: organising paragraphs around a theme</li> <li>Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings</li> <li>in non-narrative material, using simple organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>Indicating possession by using the possessive apostrophe with plural nouns</li> <li>Word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>
<b>Year group non-negotiables to be taught through every lesson</b>							
<b>Spoken language</b>				Pupils should be taught to: <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> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>			

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