



## South Gosforth First School – Scheme of work for English

### Year Group - 4

Topics: Science/ Humanities	Where does a puddle go?		What makes a lightbulb illuminate?		How many different ways can we illuminate a lightbulb?		Are living things in danger?		How can sound travel through different objects?		What do our bodies do with the food we eat?	
	How successful was the Roman Invasion of Britain?		Why do people choose to settle in the North East of England?		Should we return the Benin Bronzes? Coloniaison		How does the biome of Jesmond Dene differ from the biome of the Amazon rainforest?		How did daily life change over the reign of Queen Victoria?		What will our climate look like in 5 years?	
Term:	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
Literacy unit and purpose:	Entertain	Inform Entertain	Entertain	Inform Explain	Entertain	Inform Entertain	Entertain	Inform Persuade	Inform Entertain	Explain	Entertain	Inform Discuss
	Playscripts based on "The Boy at the Back of the Class" by Onjali Q. Rauf	Biography of Julius Caesar <b>T4W</b>  Adventure fiction Roman adventure story based around Roman "Lost in the Colosseum"	Folk tales linked to Newcastle - The Lambton Worm <b>T4W</b>  Poetry – Read and discuss a range of war poems	Electricity – Explanation text - Explaining how electrical inventions in Wallace and Gromit work (using Wallace and Gromit Cracking Contraption video)	Narrative based on The Silver Sword - Describe meeting Jan as though you were Joseph	Non-Chronological Report - Texts based on the Benin Civilisation <b>T4W</b>  Poetry – 2 weeks – "The Lost Words" by Robert Macfarlane Read spells and create their own	Myths and Legends - Read a Rainforest Myth inspired by the 'Just So' stories - "How the orange-barred sulphur butterfly got its wings" <b>T4W</b>	Rainforest – Balanced arguments - Debate on what should happen to the rainforests  Posters persuading people to save the rainforests	Poetry – 2 weeks - Classic Poetry using "From a Railway Carriage" by Robert Louis Stevenson  News report linked to the Victorians - Queen Victoria's Diamond Jubilee (British Library)	Explanation text to explain how we hear sounds	Key text - Introduction to "The Wolves of Willoughby Chase" by Joan Aiken <b>T4W</b>	Drama to explain how the Human Digestive system works  Speech writing about climate change
Objectives:	To plan and write a playscript using presentational conventions	To write a biography describing the life of Julius Caesar  To write their own	To write their own version of a folk tale where the main character has a	To design their own invention and write their own blueprint for Wallace and Gromit	To write a diary entry in the first person describing what it was like meeting	To write a non-chronological report describing what people thought when	To plan and write their own version of a rainforest myth	To write a small speech for a debate on what should happen to the rainforest,	To recognise key features within a classic poem  To create a verse based on a classic poem	To create an explanation text including diagrams to explain how we hear sounds	To focus on the writer's techniques for the opening to a story	To work in small groups to act out the workings of the human digestive system

		adventure story set in Roman times in the colosseum	difficult decision to make and is torn between two courses of action  To write their own cinquain war poem	explaining how it works	Jan for the first time	they saw the Benin Bronzes  To create their own spell using lost words and in an acrostic style		including which option you support and why, any facts that support your argument and why the other options shouldn't happen  To create a poster persuading people to save the rainforests	and create sound effects to enhance the performance of their poem  To write a newspaper report describing Queen Victoria's Diamond Jubilee			To write a speech to inspire leaders to act on climate change
<b>Prior Learning:</b>	Investigating playscripts and comic strips linked to key texts in Year 3	Links to topic work on the Romans  Link to T4W units in Year 3	Link to poetry units studied in Year 3	Topic work linked to Electricity  Writing of information booklets in Autumn Term 1 Year 4	Writing a letter in the first person as Beowulf in Summer Term 2 Year 3	Writing of poems to create images Autumn Term 1 Year 4  Links to topic work on the Benin Civilisation	Reading and writing of a myth in Spring Term 1 Year 3	Poster/ leaflet advertising the benefits of living near a volcano Spring Term 2 Year 3	The Lost Words Poetry Unit Spring Term 1 Year 4  Writing of a newspaper article about Thor and the Giants - Spring Term 1 Year 3	Link to topic work on Sound  Writing of an explanation text in Autumn Term 2 Year 4	Link to openings of previous class texts read this year	Explanations on Electricity in Autumn 2 Year 4
<b>Key Vocabulary, Adverbials &amp; Conjunctions</b>	Fronted adverbials followed by a comma	Specific language related to topic of Mayans  Powerful verbs - find synonyms of words to up-level sentences and give greater effect	Language linked to topic work on Rainforests  Fronted adverbials:  Without a sound  After a moment	Prepositions:  at underneath since towards beneath beyond  Adverbials to convey a sense of certainty e.g. Surely, we	Adverbials  First Firstly Before After Later Soon Also In addition However	Adjectives ending in -ed	Conjunctions:  if when because while as until whenever once	Specific and technical vocabulary linked to electricity to add detail	Archaic language and concepts  Adverbials including -ing and -ed openers	Specific and technical vocabulary to add detail	Detailed descriptive language and language linked to topic	Specific and technical vocabulary to add detail

				can all agree?								
<b>Grammar &amp; Sentences</b>	Correct use of possessive pronouns: yours mine theirs ours his hers its	Begin to use paragraphs to organise ideas around a theme  Use bullet points to list items	Use of expanded noun phrases e.g. changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i>	Difference between formal and informal language  Repetition to persuade	Use of expanded noun phrases to add detail and description	Use of adjectives and prepositional phrases to expand a noun phrase	Use subordinate clauses to add detail or context  Use nouns and pronouns for clarity and cohesion	Use relative clauses to add further detail  Use of repetition to persuade	Use of alliteration, simile, personification and onomatopoeia in poetry  Use a sentence that gives three actions  Use rhetorical questions to engage the reader	Use relative clauses to add further detail	Use paragraphs to organise writing in time sequence  Add adverbs to describe the manner in which words were said	Use subordinating conjunctions in varied positions  Use of modal verbs to convey urgency
<b>Punctuation Content</b>	Punctuate scripts correctly	Secure the use of apostrophes for possession, including for plural nouns	Capital letters for proper nouns: names, places, days of the week, months, titles, languages	Use of dashes and brackets for emphasis	Use commas to mark fronted adverbials	Use full punctuation for direct speech	Reinforce possessive apostrophes for regular singular and plural nouns	Use bullet points to list items	Use commas to separate actions in a sentence	Use question and exclamation marks for rhetorical questions and exclamations	Full punctuation for direct speech, including punctuation within and before inverted commas	Secure use of commas to mark clauses, including subordinating clauses  Use brackets or dashes to explain technical vocabulary
<b>Class texts:</b>	<b>The Boy at the Back of the Class</b> By Onjali Q. Rauf	<b>The Miraculous Journey of Edward Tulane</b> By Kate DiCamillo	<b>The Silver Sword</b> By Ian Serraillier	<b>The Girl Who Stole an Elephant</b> By Nizrana Farook	<b>Street Child</b> By Berlie Doherty	<b>The Wolves of Willoughby Chase</b> By Joan Aiken						

Grammar coverage				
<b>Possessive apostrophes</b> for regular singular and plural nouns	Using either a <b>pronoun</b> or the noun in sentences for cohesion and to avoid repetition	<b>Prepositions:</b> <i>at, underneath, since, towards, beneath, beyond</i>	<b>Compound nouns</b> using hyphens	<b>Repetition to persuade:</b> <i>Fun for now, fun for life</i>
<b>Informal and formal language</b>	<b>Possessive pronouns:</b> <i>yours, mine, theirs, ours, hers, his, its</i>	<b>Plurals</b> for nouns ending with a "y": change the "y" to an "i" and add "-es"  <i>baby – babies</i>	<b>Starting a sentence with "-ing"</b> , using a comma to demarcate the subordinate clause:  <i>Flying through the air, Harry crashed into a hidden tree.</i>	<b>Drop-in clause with an "-ing" verb:</b>  <i>Tom, smiling secretly, hid the magic potion book.</i>  Place a comma on either side of the subordinate clause.
<b>Expanded noun phrases:</b> Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i>	<b>Specific determiners:</b> <i>their, whose, this, that, these, those, which</i>	<b>Verbs</b> ending in "y": change the "y" to an "i" and add "-es"  <i>carry – carries</i>	<b>Comparative and superlative adjectives:</b> Change the "y" to an "i" and add either "-er" or "-est"  <i>happy – happier – happiest</i>	A sentence that gives three actions:  <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
<b>Fronted adverbials</b> followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	<b>Verbs –</b> Past perfect continuous: <b>"had" + past participle + "-ing"</b>	Know the difference between a preposition and an adverb	Capital letters for <b>proper nouns:</b> names, places, days of the week, months, titles and languages	<b>Prefixes</b> to give the antonym: "im-", "in-", "ir-", "il-"
<b>Plural nouns</b> of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"	<b>Powerful verbs</b> Find synonyms of words to up-level sentences and give a greater effect	<b>Verbs –</b> Modal verbs: <i>could, should, would</i>	<b>Compound sentences</b> using all the co-ordinating conjunctions	<b>Adjectives</b> ending in "-ed": <i>frightened, scared, etc.</i>
<b>Using inverted commas</b> where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i>			.	

Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.			
Spelling		Sentence/ grammar lessons	
Plural nouns of words ending in "o"		Possessive apostrophe for singular and regular plurals	
Specific determiners		Informal and formal language	
Synonyms for verbs		Expanded noun phrases	
Progressive/continuous verbs		Fronted adverbials	
Modal verbs		Inverted commas	
Proper nouns – names of people, places, titles, languages, months and days		Use of pronouns for cohesion and to avoid repetition	
Finding the antonyms of words using the prefixes "im-", "in-", "ir-", "il-"		How to use specific determiners	
Adjectives ending in "-ed"		Past perfect continuous tense	
Verbs ending in "y": change "y" to "i" and add "-es"		Change verbs in a sentence to give greater effect	
Noun plurals ending in "y": change "y" to "i" and add "-es"		Starting a sentence with an "-ing" verb	
Comparative and superlative adjectives ending in "y": <i>happy – happier – happiest</i>		Write a drop-in clause with an "-ing" verb	
Prepositions		Modal verbs	
Compound nouns using hyphens		Know the difference between a preposition and an adverb	
Specific determiners		Compound sentences	
Possessive pronouns		Start a sentence with a preposition and a comma	
<b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b>			

	<p>Repetition to persuade</p> <p>Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction</p> <p>How to use possessive pronouns</p>
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