

Sele First School Overview of English

Year 4

Champion Author: Cressida Cowell

Champion Poet: Joseph Coelho

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Journey - Aaron Becker Kensuke's Kingdom - Michael Morpurgo Supplementary/context stimuli: A Muse (Calliope?) - Cosimo Tura (painting)	The Paper Bag Princess - Robert Munsch Supplementary/context texts: Mog's Calamity Christmas - Literacy Shed King and King - Linda de Haan	Harry Potter and the Philosopher's Stone - J. K. Rowling Julius Caesar - Shakespeare Stories (Andrew Matthews & Tony Ross) Supplementary/context texts: Malala Yousafzai biography / human rights	Antony and Cleopatra - Shakespeare Stories (Andrew Matthews & Tony Ross)	Anglo-Saxon Boy - Tony Bradman Beowulf - Michael Morpurgo Supplementary/context texts: Myths and legends	The Boy at the Back of the Class - Onjali Q. Rauf Migrants - Issa Watanabe Supplementary/context texts: Deforestation / balanced argument
Text Types	KEY WRITING OUTCOMES • Prediction from Journey - infer from visual evidence and justify ideas using details from the text/image. • Kennings poetry - collect precise nouns, verbs and descriptive vocabulary; create and refine riddle-like lines; rehearse and perform aloud. • Descriptive writing inspired by A Muse (Calliope?) by Cosimo Tura - build rich vocabulary; use expanded noun phrases, prepositional phrases and fronted adverbials to create a vivid, controlled	KEY WRITING OUTCOMES • Prediction - retrieve clues, infer and justify likely events. • Remembrance poetry - select vocabulary for imagery, mood and emotional impact; draft, refine and perform. • Setting description - create atmosphere through precise nouns, expanded noun phrases, prepositional phrases and fronted adverbials. • Narrative writing - develop setting, character and plot; organise events into coherent paragraphs and use dialogue where purposeful. • Recount - sequence events chronologically, maintaining appropriate	KEY WRITING OUTCOMES • Playscript - transform narrative into scenes; develop dialogue and stage directions; rehearse and perform using intonation, tone, volume and action. • Non-fiction recount - select significant information, organise events logically and sustain an appropriate formal tone. • Persuasive letter - identify audience and purpose; organise reasons into paragraphs; use compelling vocabulary and appropriate letter conventions. • Character description - infer character from actions/dialogue and create a developed portrayal using precise vocabulary and evidence from reading.	CONSOLIDATION & DEEPENING OUTCOMES • Shakespeare response writing - explore character, motive and key events through short analytical/descriptive responses. • Dialogue-to-narrative transformation - convert dramatic dialogue into prose, selecting reporting clauses, action and description to guide the reader. • Monologue/character voice - sustain viewpoint and make deliberate vocabulary choices to reveal character and emotion. • Editing and redrafting - revisit a previously taught outcome and	KEY WRITING OUTCOMES • Historical/mythic description - establish an Anglo-Saxon or legendary setting using precise vocabulary and sensory detail. • Monologue - write in role, sustaining character viewpoint and selecting vocabulary to reveal motives and feelings. • Hot seating and drama - generate and rehearse ideas orally before writing; ask and answer questions in role. • Alternative narrative ending - maintain established characters/settings while controlling sequence, tension and resolution. • Original myth or legend -	KEY WRITING OUTCOMES • Balanced argument - investigate an issue, organise contrasting viewpoints into paragraphs and use evidence/reasons to support each side before reaching a considered conclusion. • Formal debate - prepare and present a viewpoint, listen and respond to others, build on ideas and use Standard English appropriately. • Diary entry - sustain first-person viewpoint; select events and reflections; use an appropriate personal register and cohesive time sequencing. • End-of-year independent extended writing - select an appropriate form for a given

	description. • Non-fiction brochure - research/select relevant information and organise it for a real audience using headings, subheadings, paragraphs and concise factual language. NC Y3/4: discuss and record ideas; compose/rehearse sentences orally; build varied and rich vocabulary; organise paragraphs around a theme; use simple organisational devices in non-narrative writing; evaluate/edit and proofread; prepare poetry for performance.	tense and cohesion. • Newspaper report - select key facts, write an effective headline/opening, organise information into paragraphs and incorporate reported/direct speech appropriately. NC Y3/4: create settings, characters and plot; organise paragraphs around a theme; compose and rehearse sentences; choose vocabulary and grammar for effect; use and punctuate direct speech; evaluate, edit and proofread.	NC Y3/4: discuss writing similar to that being planned; record ideas; compose/rehearse sentences including dialogue; organise paragraphs around a theme; read and perform playscripts; write for real purposes and audiences; assess and improve writing.	improve organisation, vocabulary, grammar and punctuation for a clearly identified audience. NC Y3/4: discuss and record ideas; compose and rehearse sentences orally; create characters and plot; organise paragraphs around a theme; propose changes to grammar and vocabulary; proofread; read writing aloud with appropriate intonation, tone and volume.	plan and write a complete narrative drawing on conventions encountered in Beowulf and other myths/legends; create setting, characters and plot. NC Y3/4: increase familiarity with myths and legends; identify themes/conventions; create settings, characters and plot; organise paragraphs; compose/rehearse sentences including dialogue; use drama to develop ideas; evaluate and edit.	audience and purpose, plan, draft, revise, edit and proofread with increasing independence. NC Y3/4: write for a range of real purposes and audiences; discuss/record ideas; organise paragraphs around a theme; choose nouns/pronouns for cohesion; evaluate and edit; proofread; develop spoken language for presentations, discussion and debate.
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SPa G	AUTUMN 1 - SECURE & APPLY - Recap word classes and sentence punctuation - Expanded noun phrases, including prepositional phrases - Fronted adverbials + commas - Conjunctions for subordination: when, if, because, although - Adverbs and prepositions to express time/cause - Spelling: Y3/4 patterns and statutory words → Builds secure sentence-level control for description, poetry and letters.	AUTUMN 2 - COHESION & SPEECH - Revisit fronted adverbials and expanded noun phrases - Choose nouns/pronouns for clarity and to avoid repetition - Direct speech: inverted commas and associated punctuation - Standard English choices; contrast speech and writing where appropriate - Present perfect contrasted with simple past - Spelling: homophones and Y3/4 patterns → Applies Autumn 1 sentence control to narrative, recount and newspaper writing.	SPRING 1 - SENTENCE VARIETY FOR PURPOSE - Consolidate conjunctions and multi-clause sentences - Adverbs/prepositions for time and cause - Pronouns for cohesion across sentences - Direct speech punctuation applied in playscript/character work - Formal/appropriate vocabulary choices for recount and persuasion - Dictionary use: first 2–3 letters to check spelling → Moves from accurate sentences towards deliberate choices for audience and purpose.	SPRING 2 - CONSOLIDATE & EDIT - Revisit subordinate clauses using when, if, because, although - Fronted adverbials + commas used independently - Expanded noun phrases/prepositional phrases for precision - Nouns/pronouns selected for cohesion - Proofread and edit grammar, punctuation and spelling - Spelling: prefixes, suffixes and commonly misspelt Y3/4 words → Secures core LKS2 grammar before extended summer writing.	SUMMER 1 - CRAFT & NARRATIVE CONTROL - Apply multi-clause sentences with a wider range of conjunctions - Fronted adverbials to manage time/place/cause - Expanded noun phrases and precise vocabulary for description - Direct speech punctuation where dialogue is used - Figurative language (metaphor/personification) as authorial craft, not statutory grammar - Possessive apostrophes with regular/irregular plurals → Combines statutory grammar with deliberate literary choices in myths, legends and performance.	SUMMER 2 - INDEPENDENT APPLICATION & MASTERY - Select grammar according to audience and purpose - Cohesion through nouns/pronouns, conjunctions, adverbs and prepositions - Secure fronted adverbials + commas - Secure direct speech punctuation - Present perfect/simple past chosen appropriately - Proofread independently; dictionary use; Y3/4 spelling review → Demonstrates cumulative control across argument, debate and diary writing and prepares pupils for Y5.
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