



English Year 4

Why here, why now?

Autumn		
Text Focus	Why taught now?	Text studied
Diary Writing (Narrative)	This unit builds on knowledge taught in Year 2 and Year 3. Within this unit, children build on their skill of using expanded noun phrases, where they are introduced to using prepositions to modify and expanded noun phrase. This moves towards the development of children's use of fronted adverbials and dialogue, which explicitly builds on new knowledge introduced in Year 3, with a clear focus on adding variety for effect.	The Catch (Visual Stimulus)
Persuasive Adverts	This unit introduces children to persuasive devices and builds children's knowledge in Year 3, where they wrote for the purpose of persuasive, but with a different style, layout and structure. Within this unit, children explore the components of an effective persuasive advert, such as use of rhetorical questions, subordinating conjunctions to add variety, and using technical vocabulary. Children build on knowledge in Year 3 through their application of exclamatory sentences for effect and use of boastful language. Within this unit, children are provided with key spoken language opportunities to internalise the language, layout and grammatical structure of the text, whilst exploring a WAGOLL.	WAGOLL Persuasive Adverts for children to explore key features explicitly.
Take One Book (Edward Tulane)	This unit provides an explicit opportunity for children to build on their knowledge narrative language, layout and structure to create a new chapter for their text focus, using their knowledge of what they have read. Equally, there are key opportunities for children to consolidate and review taught genres so far (narrative and persuasion) and apply this in a contextualised opportunity based around the text.	The Miraculous Journey of Edward Tulane by Kate DiCamillo

Narrative Poetry	Children build on their understanding of narrative studied early in the Autumn Term, where this unit explores how a narrative structure has been applied to a different type of genre. Children explore the structure and language of narrative poetry more deeply through spoken language opportunities (to support internalising the language and structure) through performing to an audience. Children work towards planning their own version of a narrative poetry (based on Coming Home as a stimulus) to perform to an audience.	Coming Home by Michael Morpurgo
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Spring Term

Text Focus	Why taught now?	Text studied
Story Settings	Complementing the Year 4 History Curriculum, this unit builds on children's previous understanding of narrative language devices, in particular children's developing knowledge of using prepositions to modify expanded noun phrases. This unit probes children's individual style in applying a range of creative language choices through effective use of expanded noun phrases and fronted adverbials.	The Lion and The Unicorn by Shirley Hughes
Information Texts	This unit builds on children's knowledge in Y2 when writing a non-fiction report, through children writing an information text about a significant past event, whilst challenging children in maintaining an appropriate tense and point of view. This unit probes children to ensure that they execute a consistent and appropriate non-narrative layout, structure and approach to language.	Variety of WAGOLL Information Texts for children to explore key features explicitly.
World Book Day	An in-depth exploration into a fiction text presented in a different way, which encourages children to delve into Dav Pilkey as a focus author, including using their developing knowledge of Pilkey's own struggles to write as a motivation of empowerment for all.	Dog Man by Dav Pilkey
Poetry Week	Children throughout the school learn, recite and perform a poem to an audience and take part in a peer and self-assessment opportunity. (Oracy support). The poem has been chosen to support	If Peace Comes... by Hakim Karwa

	the Y4 History and Art curriculum, where children study World War Two and Yoko Ono, respectively.	
Riddles	The children will read, write and perform riddles developing a rich and varied vocabulary. The children will develop continue to develop their knowledge of vocabulary through similes, metaphors and rhyme building on previous knowledge from KS1 and Year 3 through understanding poetry and the previous unit on Narrative poetry in the Autumn term.	Variety of WAGOLL Riddles for children to explore key features explicitly.
Take One Book (My Secret War Diary)	This unit links the outcomes with fiction and non-fiction taught in the Autumn and Spring Term reinforcing the skills taught diary, letters, character description and a report so the children get the opportunity to practice and perfect their writing skills.	My Secret War Diary, by Marcia Williams

Summer Term

Text Focus	Why taught now?	Text studied
Explanations	This unit builds on the children's knowledge of explanation texts from Year 3 creating flow charts to explain how an invention works. They will use their notes to write an explanation of the Shirt Machine, using expanded noun phrases (built on previously taught knowledge) to add more detail for the reader.	Variety of WAGOLL Explanation texts for children to explore key features explicitly.
Take One Book (Varjak Paw)	This unit centres a text that children have studied as a Class Read. Children are provided with explicit opportunities throughout this unit to consolidate and construct a range of previously taught genres (narrative and information texts) to explore how they can apply their knowledge in a new contextualised opportunity.	Varjak Paw by S.F. Said
Discussion Text	Within this unit, children are introduced to letter writing, where they are probed and challenged to communicate different sides of an argument in a respectful, succinct and respectful manner. They use their knowledge of the text, Varjak Paw, to contextualise their knowledge application. They explore the non-narrative structure of letter writing and are supported to present a balanced point of	WAGOLL Discussion Texts (Letters) for children to explore key features explicitly.

	view, that includes the non-narrative structure of an introduction and conclusion.	
Performing Playscripts	This unit builds on children’s knowledge from Year 3, where they were introduced to playscripts as a genre. This unit explicitly provides children with a wide range of oracy opportunities through real-life, contextualised application of performing a playscript through their Year 4 Leavers’ Play.	Year 4 Leavers’ Play Playscript (Real-life application)