
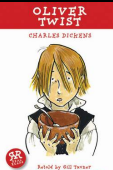
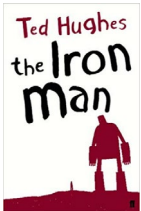


Central Park Primary School – English Curriculum Overview - Year 4

Characteristics of readers	Characteristics of writers	When completing reading phase of learning children should...
<ul style="list-style-type: none"> ➤ Excellent phonic knowledge and skills ➤ Fluency and accuracy in reading across a wide range of contexts throughout the curriculum ➤ Knowledge of an extensive and rich vocabulary ➤ An excellent comprehension of texts ➤ The motivation to read for both study and for pleasure ➤ Extensive knowledge through having read a rich and varied range of texts 	<ul style="list-style-type: none"> ➤ The ability to write fluently and with interesting detail on a number of topics throughout the curriculum A vivid imagination which makes readers engage with and enjoy their writing ➤ A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description ➤ Well organised and structured writing, which includes a variety of sentence structures ➤ Excellent transcription skills that ensure writing is well presented and punctuated, spelled correctly and neat ➤ A love of writing and an appreciation of its educational, cultural and entertainment values 	<ul style="list-style-type: none"> ➤ Read and listen to a wide range of styles of text ➤ Listen to and discuss a wide range of texts ➤ Learn poetry by heart ➤ Increase familiarity with a wide range of books including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures ➤ Take part in conversations about books ➤ Use school and community based libraries – look at classification systems ➤ Look at books with a different alphabet to English ➤ Read and listen to whole books

On the first day of every long term, there should be a focus on the author of the core text for the term. Each new core text must be introduced and show the author name, title of other books and when it was written – Children must remember key books they have studied and this should be referred to regularly.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class texts (for storytelling or to support non-core subjects)	Great women who changed the world – Kate Pankhurst		Diary of a Wimpy Kid – Jeff The fox and the star – Coralie Bickford – Smith		Journey to Jo’Burg – Beverly Naidoo	
Archaic texts	Charlie and the Chocolate Factory – Roald Dahl		The chronicles of Narnia - C S Lewis		Treasure Island - Robert Louis Stevenson	
Core Text	Time Travelling Cat – Julia Jarman 		Oliver Twist – Charles Dickens 		The Iron Man – Ted Hughes The Highwayman - Alfred Noyes 	

Unit	Day 1 focus on the author of the core text for term	Historical Stories (4 weeks) Explanation texts (3 weeks)	Oral Storytelling – Mulenga & the cherries (2 weeks) Newspaper recounts (4 weeks)	Day 1 focus on the author of the core text for term	Stories by significant authors (4 weeks) character development and adventure Play scripts (2 weeks)	Oral Storytelling – Matala comes to supper (2 weeks) Character study in 2 different texts (4 weeks)	Day 1 focus on the author of the core text for term	Stories focusing on the ending of a story and underlying teachings (4 weeks) Persuasive texts (3 weeks)	Oral Storytelling – Hamelin (2 weeks) Poetic Style stories (4 weeks)
Mini Outcomes to be covered in the reading phase of the unit	Within Historical Stories unit – Write a letter Write a biography	Oral Storytelling – Performance of the story Within recounts - Write formally Explanation Captions	Oral Storytelling – Performance of the story Within Play scripts - Instructions Performance of a play script	Within stories – Biographies Within character study – Autobiographical diary entry Personification poem to be performed	Oral Storytelling – Performance of the story Within character study – Autobiographical diary entry Personification poem to be performed	Oral Storytelling – Performance of the story Within character study – Autobiographical diary entry Personification poem to be performed	Within Iron Man- News report Write an argument Write biography extract	Oral Storytelling – Performance of the story Within poetic style – Biography Formal letter writing Learn and perform a section of the Highwayman	
FINAL OUTCOME	Historical Stories - Write a flash back that would occur mid-way through the story Explanation text	Oral Storytelling – Innovated written story News report - Write a news report in a journalistic style	Stories - Add an additional chapter so that a character has an extra adventure in the style of the author Create a play script and perform	Oral Storytelling – Innovated written story Character study - Write own story of adventure with a main character with similar characteristics	Oral Storytelling – Innovated written story Character study - Write own story of adventure with a main character with similar characteristics	Oral Storytelling – Innovated written story Character study - Write own story of adventure with a main character with similar characteristics	Stories - Write a different ending of the story Persuasive text	Oral Storytelling – Innovated written story Poetry - Write a poem that conveys feelings	
Publishing	Historical story to be handwritten for writing portfolio Explanation text to be typed for writing portfolio	Oral Storytelling – Handwritten for writing portfolio News report to be handwritten for writing portfolio	Story to be handwritten for writing portfolio Play script to be performed and filmed	Oral Storytelling – Handwritten for writing portfolio Character study to be typed for writing portfolio	Oral Storytelling – Handwritten for writing portfolio Character study to be typed for writing portfolio	Oral Storytelling – Handwritten for writing portfolio Character study to be typed for writing portfolio	Story to be handwritten for writing portfolio Persuasive text to be typed for writing portfolio	Oral Storytelling – Handwritten for writing portfolio Handwritten poem and filmed performance	

