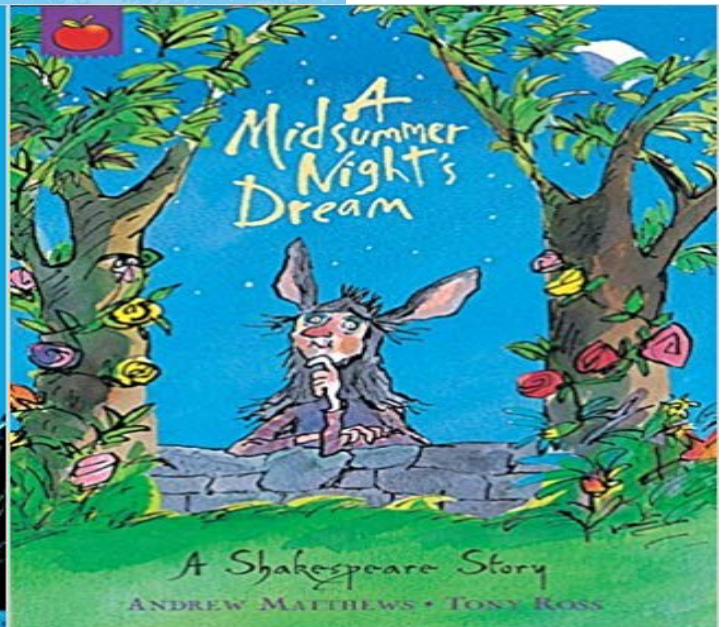
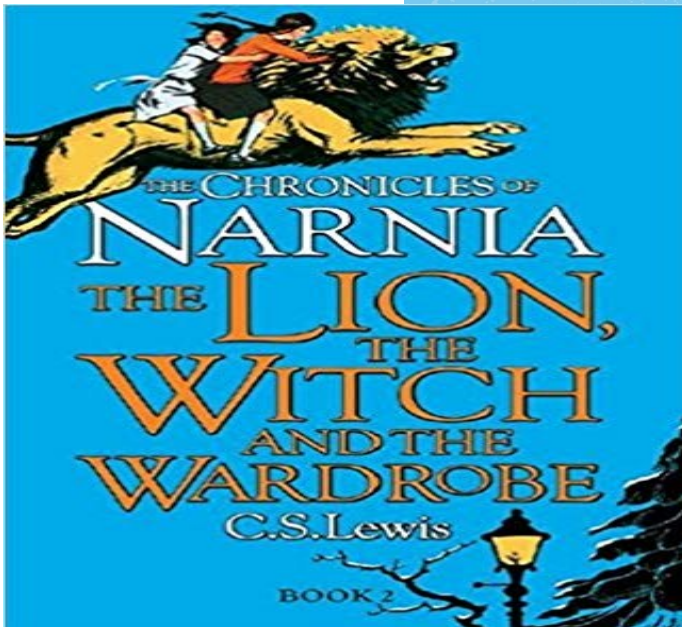
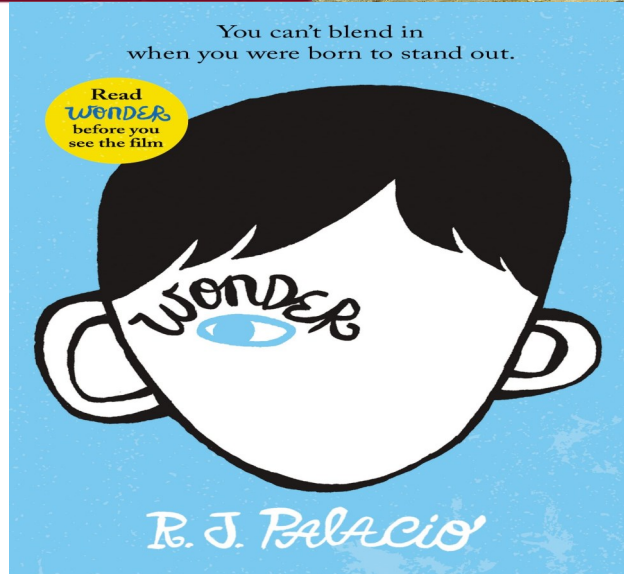
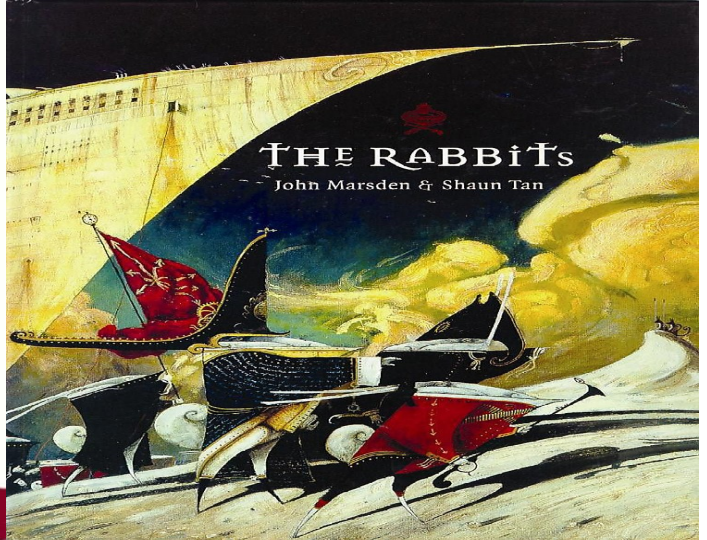




Year 4 Novel Study Curriculum

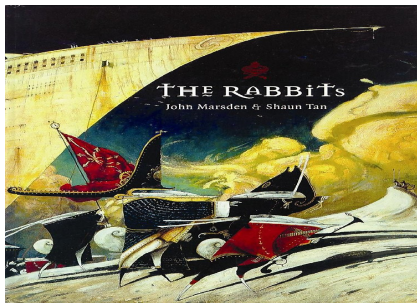


Writing Styles



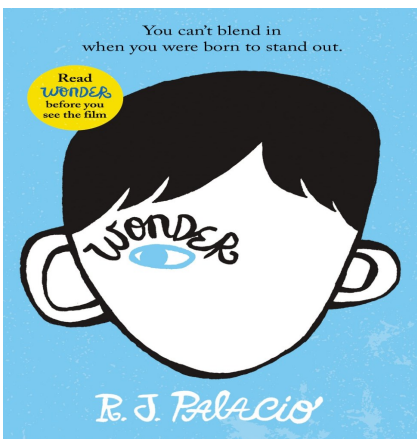
Autumn 1 Text Types Covered:

- Predictions (justifying inferences/predictions)
- Character Description (show not tell/ break into small details)
- Confusion writing (rhetorical questions/speech to advance)
- Newspaper report (develop newspaper style)
- Diary Entry (show not tell emotions, first person, chronological, text evidence)
- Battle Scene story ending (cause/effect, links at the end of a story)



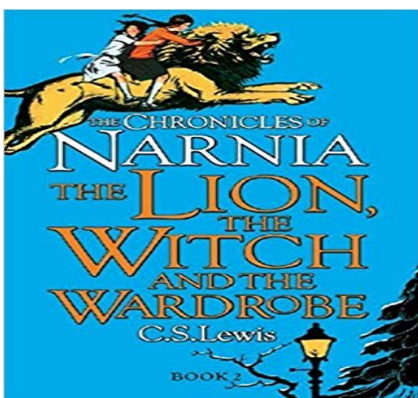
Autumn 2 Text Types Covered:

- Rule/laws writing (grammar teaching)
- Action sequence (adverbials, range of conjunctions, sentence structures)
- Setting description (very different setting, vocabulary, senses)
- Setting comparison (language to compare and contrast)



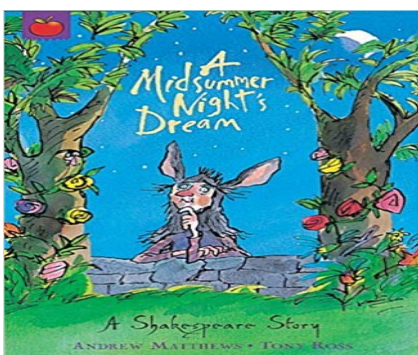
Spring Text Types Covered:

- Story opening (purpose to generate curiosity in the reader)
- Character introduction (using actions and speech to do so)
- Character description (integrate descriptive skills)
- Dream sequence (tenses, 1st person, fantasy)
- Short biographies (information paragraphs about each character)
- Letter (formal and persuasive)
- Full biography (of August—formality, biography style)
- Book/film review (compare and justify opinions—film or book?)



Summer 1 Text Types Covered:

- Letter home (detail through — adverbials, relative clauses, conjunctions, description)
- Fantasy creature description (vocabulary, cohesion)
- Alternative instructions (a Witches guide to capturing a child)
- Interrogation scene (combining action with dialogue)
- Setting description (from real to fantasy)
- Story writing (plot, characters, setting)
- Story dedication (purpose, specific audience)



Summer 2 Text Types Covered:

- Character web (making links between characters)
- Plot analysis (speaking and listening)
- Non-fiction text (botanical information page, fantasy)

Reading Coverage

| As taken from the National Curriculum | In summarised form | Primary Coverage Y4 |
|--|---|---|
| <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes to read aloud | Read aloud and understand words based on knowledge of root words, prefixes and suffixes | Whole Class Reading + AR |
| <ul style="list-style-type: none"> • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | Read further exception words, including those with unusual spelling/sound links | Whole Class Reading + AR |
| <ul style="list-style-type: none"> • retelling some of these (fairy tales, traditional tales, etc.) orally | Retell some fairy tales or traditional tales orally | Iron Man + Whole Class Reading |
| <ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books | Identify themes and conventions in a range of books | All Novels + Whole Class Reading + AR |
| <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | Perform plays and poetry aloud using intonation, tone, volume and action | A Midsummer Nights Dream + Whole Class Reading |
| <ul style="list-style-type: none"> • recognising some different forms of poetry | Recognise some different forms of poetry | A Midsummer Nights Dream + Whole Class Reading |
| <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read | Use dictionaries to check the meanings of words | All lessons |
| <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | Check that a text makes sense, including explaining the meaning of words in context | Whole Class Reading + AR |
| <ul style="list-style-type: none"> • identifying main ideas drawn from more than one paragraph and summarising these | Identify and summarise the main ideas drawn from more than one paragraph | Whole Class Reading + AR |
| <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions | Draw inferences about feelings thoughts and motives | All Novels (Wonder/Rabbits) + Whole Class Reading |
| <ul style="list-style-type: none"> • justify inferences with evidence | Use evidence to justify inferences | Whole Class Reading + All Novels + AR |
| <ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination | Discuss words and phrases which capture the reader's interest | All Novels + Whole Class Reading |
| <ul style="list-style-type: none"> • identifying how language contributes to meaning | Identify how language contributes to meaning | All Novels + Whole Class Reading |
| <ul style="list-style-type: none"> • identifying how structure and presentation contribute to meaning | Identify how structure and presentation contribute to meaning | Whole Class Reading + All Novels |
| <ul style="list-style-type: none"> • retrieve and record information from non-fiction | Retrieve and record information from non-fiction texts | Whole Class Reading + Non-fiction w examples |

Writing Coverage

| As taken from the National Curriculum | In summarised form | Primary Coverage Y4 |
|--|---|--|
| <ul style="list-style-type: none"> spell words that are often misspelt (Appendix 1) | Spell words which are often misspelt from the Y3-4 list | Spelling / All Novels |
| <ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals | Use the possessive apostrophe accurately with plurals | All novels |
| <ul style="list-style-type: none"> use the first 2 or 3 letters of a word to check its spelling in a dictionary | Use a dictionary to check a spelling | All Lessons |
| <ul style="list-style-type: none"> 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 | Use appropriate handwriting joins, including choosing unjoined letters | Handwriting/ All Writing |
| <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | Adopt the features of existing texts to shape own writing | All novels |
| <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Build sentences with varied vocabulary and structures | All novels |
| <ul style="list-style-type: none"> organising paragraphs around a theme | Organise paragraphs around a theme | All novels (Wonder/ Iron Man non-fic) |
| <ul style="list-style-type: none"> in narratives, creating settings, characters and plot | Develop detail of characters, settings and plot in narratives | All novels |
| <ul style="list-style-type: none"> in non-narrative material, using simple organisational devices (headings & subheadings) | Use simple organisational devices in non-fiction | All novels (Wonder/ Iron Man non-fic) |
| <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | Suggest improvements to grammar and vocabulary | All novels |
| <ul style="list-style-type: none"> proofread for spelling and punctuation errors | Proofread own work for spelling and punctuation errors | All writing |
| <ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Read aloud using appropriate intonation, tone and volume | All novels + Midsummer Night's dream |
| <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | Use a range of conjunctions to extend sentences with more than one clause | All novels (more formal) |
| <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Choose nouns and pronouns for clarity and cohesion | All novels |
| <ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause (and place) | Use conjunctions, adverbs and prepositions to express time, cause & place | The Rabbits + all novels |
| <ul style="list-style-type: none"> using fronted adverbials | Use fronted adverbials | The Rabbits + TL, TW and TW + all novels |
| <ul style="list-style-type: none"> difference between plural and possessive -s | Understand the difference between plural and possessive '-s' | All novels |
| <ul style="list-style-type: none"> Standard English verb inflections (I did vs I done) | Recognise and use standard English verb inflections | All novels (Wonder) |
| <ul style="list-style-type: none"> extended noun phrases, including with prepositions | Use extended noun phrases, including with prepositions | All novels (Iron man + TL, TW, TW) |
| <ul style="list-style-type: none"> using and punctuating direct speech (including punctuation within and surrounding inverted commas) | Use and punctuate direct speech correctly | Iron Man + All novels |

Genre Progression

| <u>Genre</u> | <u>FS</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> |
|--------------------------|--|--|---|---|--|
| Fairy Tale/Fable | Jack and The Beanstalk The Little Red Hen | Little Red Riding Hood | Into the Forest | Bill's New Frock The Lost Happy Endings | Iron Man |
| Fantasy | Jack and the Beanstalk | Where the Wild Things Are | The Tear Thief | The Tunnel Charlotte's Web The Lost Happy Endings | Iron Man The Rabbits A Midsummer Nights Dream The L, TW, TW |
| Poetry | | Where the Wild things Are | The Tear Thief Jinnie Ghost | The Lost Happy Endings A-Z Poetry | A Midsummer Nights Dream |
| Myths/Legends | | | | Varjak Paw | The L, TW, TW |
| Other Cultures/diversity | Handa's Surprise | The Queen's Knickers | Jinnie Ghost | Bill's New Frock Varjak Paw | The Rabbits Wonder |
| Historical | | The Queen's Knickers | | Charlotte's Web (1930-1950) | The Rabbits A Midsummer Nights Dream The L, TW, TW |
| Horror/Fear | | Where the Wild Things Are The Tin Forest | Jinnie Ghost | The Tunnel The Lost Happy Endings | |
| Family | Owl Babies We're Going on a Bear Hunt | Little Red Riding Hood The Tiger Who Came to Tea Where the Wild Things Are | The Legend of Spud Murphy Clarice Bean 'That's Me' Fantastic Mr. Fox | The Tunnel Varjak Paw | Wonder A Midsummer Nights Dream |
| Nature/animals | We're Going on a Bear Hunt Owl Babies The Little Red Hen | The Tiger Who Came to Tea The Tin Forest | Into the Forest Fantastic Mr. Fox | Charlotte's Web Varjak Paw | The Rabbits The L, TW, TW |
| Humour | | Where the Wild Things Are The Queen's Knickers | The Legend of Spud Murphy Clarice Bean 'That's Me' Fantastic Mr. Fox | A-Z Poetry | Wonder |
| Adventure | We're Going on a Bear Hunt The Hungry Caterpillar | Little Red Riding Hood Where the Wild Things Are | Fantastic Mr. Fox | The Tunnel Varjak Paw | The L, TW, TW |
| Mystery | | The Man on the Moon | The Tear Thief Jinnie Ghost | The Tunnel The Lost Happy Endings | |
| Action/Thriller | | | The Legend of Spud Murphy Fantastic Mr. Fox | Varjak Paw | Iron Man |
| Science-Fiction | | The Tin Forest The Man on the Moon | | | The Rabbits |

Notes on the Curriculum and Progression

The year four novel study curriculum builds upon the reading and writing skills secured in KSI and year three. Opportunities for speaking and listening are furthered, as more detailed and specific discussions of lengthier, more complex texts are introduced. Pupils sentence formation is now extended to include the full range of content in the year three and four national curriculum.

In the Autumn term, pupils begin by studying 'The Iron Man' as a classic story. They develop their ability to form detailed written responses and develop their vocabulary, particularly through the range of verbs in the novel. In the style of the novel, they learn to describe characters in small details to build an overall picture, while learning how to link sentence types and verbs effectively for a battle scene. 'The Rabbits' is then used to teach inference skills, and children use these skills to unpick the experience of invaders on native populations/lands. Pupils are taught to describe in detail and make effective written comparisons.

'Wonder' is taught as the Spring term novel and is used to teach children about different viewpoints an author can use, through exploring this first person narrative. They are also taught to recognise, question and clarify the meaning of variations in language, such as Americanisms. Children are also taught to write in the conversational style of the novel, and are taught in detail, how to write biographies, using the skills in the national curriculum. Tenses are also taught in detail as pupils to learn to write dream sequences and a book review.

In the Summer term, children are then taught through 'The Lion, The Witch and The Wardrobe'. This text is very different in style to Wonder, but provides a different example of a detailed narrative. The classic application of English in this novel, gives teachers a vehicle to teach a range of cohesive devices, such as adverbials and conjunctions. The fantasy elements in the story are also used to teach children to develop characters and ideas creatively, and convincingly. Children are then introduced to an abridged version of 'A Midsummer Night's dream', as an introduction to Shakespeare as a significant English author. Pupils are taught to develop comprehension skills for this complex plot with multiple characters and character relationships. They use this to produce a character web and analyse the story plot. In writing, they are also taught to use subject specific language for a non-fiction page of a fantasy plant.