

English Curriculum Overview - Year 4 2025-2026

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Genre</b>	<p><b>Fiction:</b> To entertain Stories in familiar settings</p> <p><b>Non-Fiction:</b> To inform Diary entry</p>	<p><b>Fiction:</b> To entertain Spooky stories</p> <p><b>Non-Fiction:</b> To inform Non-chronological report (fact-file - Rivers)</p> <p><b>Poetry:</b> Spooky (rhyming)</p>	<p><b>Fiction:</b> To entertain Short stories from other cultures</p> <p><b>Non-Fiction:</b> To persuade Information leaflet (Sydney - Australia)</p>	<p><b>Fiction:</b> To entertain Adventure stories</p> <p><b>Non-Fiction:</b> To inform Informal letter</p> <p><b>Poetry:</b> Seasons (Haiku &amp; Cinquin)</p>	<p><b>Fiction:</b> To entertain Fantasy story (1<sup>st</sup> person)</p> <p><b>Non-Fiction:</b> To inform Recount (web blog)</p>	<p><b>Fiction:</b> To entertain Adventure stories (Antarctic)</p> <p><b>Non-Fiction:</b> To inform Biography</p> <p><b>Poetry:</b> Antarctic Adventure (free-verse)</p>
<b>Class Texts</b>	There's a boy in the girls' bathroom	The Butterfly Lion	Dreamtime stories	The lion, the witch and the wardrobe	Kensuke's Kingdom	Shackleton's Journey

<p><b>Autumn 1</b></p> <p><b>Fiction:</b> Stories in familiar settings</p> <p><b>Stimulus:</b> There's a boy in the girls' bathroom</p> <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Children</p> <p><b>Form:</b> Narrative</p>	<p><b>Autumn 1</b></p> <p><b>Non-Fiction:</b> Diary entry</p> <p><b>Stimulus:</b> There's a boy in the girls' bathroom</p> <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Themselves (the children)</p> <p><b>Form:</b> Diary entry</p>	<p><b>Autumn 2</b></p> <p><b>Fiction:</b> Spooky stories</p> <p><b>Stimulus:</b> Halloween</p> <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Children</p> <p><b>Form:</b> Narrative</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Recap Writing Task:</b> Diary entry</p> </div>	<p><b>Autumn 2</b></p> <p><b>Non-Fiction:</b> Non-chronological report (fact-file)</p> <p><b>Stimulus:</b> Rivers (Geography topic)</p> <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> People wanting to learn about Rivers</p> <p><b>Form:</b> Fact-file</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Recap Writing Task:</b> Story in a familiar setting</p> </div>
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<p><b><u>Spring 1</u></b></p> <p><b>Fiction:</b> Short stories from other cultures</p> <p><b>Stimulus:</b> Dreamtime Stories</p> <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Children</p> <p><b>Form:</b> Narrative</p> <div data-bbox="114 576 517 691" style="border: 1px solid black; padding: 5px;"> <p><b>Recap Writing Task:</b> Non-Chron Report (fact-file)</p> </div>	<p><b><u>Spring 1</u></b></p> <p><b>Non-Fiction:</b> Persuasive Information leaflet</p> <p><b>Stimulus:</b> Dreamtime stories (Australia)</p> <p><b>Purpose:</b> To persuade</p> <p><b>Audience:</b> People interested in visiting Sydney</p> <p><b>Form:</b> Leaflet</p> <div data-bbox="633 576 1037 691" style="border: 1px solid black; padding: 5px;"> <p><b>Recap Writing Task:</b> Spooky story</p> </div>	<p><b><u>Spring 2</u></b></p> <p><b>Fiction:</b> Adventure stories</p> <p><b>Stimulus:</b> The lion, the witch and the wardrobe</p> <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Children</p> <p><b>Form:</b> Narrative</p> <div data-bbox="1144 576 1547 691" style="border: 1px solid black; padding: 5px;"> <p><b>Recap Writing Task:</b> Persuasive leaflet</p> </div>	<p><b><u>Spring 2</u></b></p> <p><b>Non-Fiction:</b> Informal letter</p> <p><b>Stimulus:</b> The lion, the witch and the wardrobe</p> <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Parents of the children</p> <p><b>Form:</b> Informal letter</p> <div data-bbox="1659 576 2063 730" style="border: 1px solid black; padding: 5px;"> <p><b>Recap Writing Task:</b> Short story from another culture</p> </div>
<p><b><u>Summer 1</u></b></p> <p><b>Fiction:</b> Fantasy stories (1<sup>st</sup> person)</p> <p><b>Stimulus:</b> Kensuke's Kingdom</p> <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Children</p> <p><b>Form:</b> Narrative</p> <div data-bbox="114 1214 517 1329" style="border: 1px solid black; padding: 5px;"> <p><b>Recap Writing Task:</b> Informal letter</p> </div>	<p><b><u>Summer 1</u></b></p> <p><b>Non-Fiction:</b> Recount (blog)</p> <p><b>Stimulus:</b> Kensuke's Kingdom</p> <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> People interested in reading about your travels</p> <p><b>Form:</b> Recount (online blog)</p> <div data-bbox="633 1214 1037 1329" style="border: 1px solid black; padding: 5px;"> <p><b>Recap Writing Task:</b> Adventure story</p> </div>	<p><b><u>Summer 2</u></b></p> <p><b>Fiction:</b> Adventure stories (Antarctic)</p> <p><b>Stimulus:</b> Shackleton</p> <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Children</p> <p><b>Form:</b> Narrative</p> <div data-bbox="1144 1214 1547 1329" style="border: 1px solid black; padding: 5px;"> <p><b>Recap Writing Task:</b> Recount (blog)</p> </div>	<p><b><u>Summer 2</u></b></p> <p><b>Non-Fiction:</b> Biographical writing</p> <p><b>Stimulus:</b> Shackleton's Journey</p> <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> People interested in learning about Shackleton</p> <p><b>Form:</b> Biography</p> <div data-bbox="1659 1214 2063 1329" style="border: 1px solid black; padding: 5px;"> <p><b>Recap Writing Task:</b> Fantasy story</p> </div>

## Year 4 National Curriculum Objectives

### Handwriting

- I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.

### Composition

- I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.
- I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.
- I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.
- I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.
- I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.
- I can organise my non narrative writing so that it has headings and sub headings.
- I can assess my work and that of others and suggest improvements.
- I can edit my work by changing the grammar to improve the way my work reads.
- I can proof read my writing for spelling and use of punctuation.
- I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.

### Vocabulary, Grammar and Punctuation

- I can explain the difference between the plural and possessive -s.
- I can use the correct form of the verb inflection e.g. we were instead of we was.
- I can make my writing interesting by using adjectives and other descriptive methods.
- I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news.
- I can use paragraphs to organise ideas around a theme.
- I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.
- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.
- I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.
- I can understand and use the following terms: determiner; pronoun, possessive pronoun; and adverbial.

<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>• I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.</li> <li>• I can understand and add the suffixes -ation, -ous.</li> <li>• I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.</li> <li>• I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</li> <li>• I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.</li> <li>• I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.</li> <li>• I can spell words with the 's' sounds spelt 'sc' e.g. science, scene.</li> <li>• I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</li> <li>• I can use the first three or four letters of a word to check its spelling in a dictionary.</li> <li>• I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
<p><b>Vocabulary, Grammar and Punctuation (all years)</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Year 1</u></b> Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark.</li> <li>• <b><u>Year 2</u></b> Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.</li> <li>• <b><u>Year 3</u></b> Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks').</li> <li>• <b><u>Year 4</u></b> Terminology for pupils: determiner pronoun, possessive pronoun adverbial.</li> <li>• <b><u>Year 5</u></b> Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity.</li> <li>• <b><u>Year 6</u></b> Terminology for pupils: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>