

### Year 4 English: Scheme of Work 2020- 21

**Rich text:** We have mapped out our rich, high quality texts across the Primary Phase which are taught through Destination Reader and used in writing lessons. These link to our Connected Curriculum, where possible, however our priority is having a range of high quality texts so sometimes they do not have a link in a direct way.

**Destination Reader:** This is our approach to Reading, fitting in with our rich texts we have mapped out for the year. DR is an approach that involves daily lessons incorporating whole class modelling, partner work and independent reading to deliver structured daily lessons in KS2. This approach fully meets the National Curriculum and also focuses on developing learning behaviours that uplevel children's discussions.

**Edison Statements:** These are the assessment statements, linked to the coverage of the National Curriculum, provided by Edison Learning.

**Fiction writing:** Writing pieces they will do based on the skills taught and the text they are studying. These are aimed to be choice-driven where possible, allowing the children to understand that their writing skills are transferrable and connected as well as giving them some creative control of the pieces they write.

**Connected Curriculum writing:** Writing pieces linked to the Connected Curriculum topic and a text where possible. Throughout the year there should be evidence of pieces of writing linked to each Foundation subject.

**Sounds-Write:** Sounds-Write is a quality first phonics programme we use at Cavendish from EYFS- Year 6. It is a systematic approach to teaching children to read and spell. It begins with Initial Code, moving onto Extended Code then finishing with Polysyllabic words.

Year 4 Term 1 (Autumn)								
Text	Mousehole Cat by Antonia Barber <i>Connected Curriculum Topic: How do I see? How do I hear?</i>							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Destination Reader Focus	Transition	Assessment	Prediction	Inferring	Questioning	Clarifying	Summarising	
Edison Statements	<p><u>Vocabulary, grammar and punctuation:</u> 4C5: Use a wide range of adjectives and adverbs 4C6: Use interesting and varied vocabulary</p> <p><u>Composition:</u> 4F6: Re-read writing or that of peers and identify one or two changes that need to be made</p> <p>4F8: Check work, identifying and correcting some mistakes in punctuation</p> <p>4C3: Organise own writing into themed paragraphs and use subheadings in non fiction texts</p> <p>4F9: Redraft their own writing to improve punctuation and vocabulary</p>		<p><u>Vocabulary, grammar and punctuation:</u> 4C5: Use a wide range of adjectives and adverbs</p> <p>4C6: Use interesting and varied vocabulary</p> <p>4C7: Improve work by checking that verbs are powerful and changing them when needed</p> <p>4C8: Use fronted adverbials followed by a comma (e.g. Later that day,)</p> <p>4C9: Write in the correct tense throughout a piece of writing: past, present &amp; future 4C10: Recognise and know when to use formal and informal language.</p> <p><u>Composition:</u> 4F6: Re-read writing or that of peers and identify one or two changes that need to be made</p> <p>4F8: Check work, identifying and correcting some mistakes in punctuation</p> <p>4F9: Redraft their own writing to improve punctuation and vocabulary</p> <p>4C3: Organise own writing into themed paragraphs and use subheadings in non fiction texts</p>		<p><u>Vocabulary, grammar and punctuation:</u> 4C9: Write in the correct tense throughout a piece of writing: past, present &amp; future</p> <p><u>Composition:</u> 4F6: Re-read writing or that of peers and identify one or two changes that need to be made</p> <p>4F8: Check work, identifying and correcting some mistakes in punctuation</p> <p>4F9: Redraft their own writing to improve punctuation and vocabulary</p> <p>4C1: Write descriptions that give the reader a clear picture of how a story progresses</p>		<p><u>Vocabulary, grammar and punctuation:</u> 4F6: Re-read writing or that of peers and identify one or two changes that need to be made</p> <p>4F8: Check work, identifying and correcting some mistakes in punctuation</p> <p>4F9: Redraft their own writing to improve punctuation and vocabulary</p>	
Fiction Writing					<ul style="list-style-type: none"> <li>Recount</li> </ul>			
Connected Curriculum Writing	<ul style="list-style-type: none"> <li>Instruction text</li> </ul>	<ul style="list-style-type: none"> <li>Instruction text</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive letter</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive letter</li> </ul>			
Sounds-Write Focus	Extended Code Unit 1- /ae/ First Spellings	Extended Code Unit 2- /ee/ First Spellings	Extended Code Unit 3- Spelling <ea>	Extended Code Unit 4- /oe/ First Spellings	Extended Code Unit 5- Spelling <o>	Extended Code Unit 6- /er/ First Spellings	Extended Code Unit 7- /e/	

English Yearly Plan

2020 - 2021

Mastery Approach

Year 4