



Year Four English – Summer Term



Grammar focus throughout the term:

To identify the use of verbs and verb phrases.

To use adverbials.

To use expanded noun phrases.

To use apostrophes appropriately.

Fiction texts

Stories on a Theme: Stories From Other Cultures - African Tales, A Barefoot Collection by R Griffin & G Mhlophe

This term, your child will be reading a selection of short stories from African Tales. They will research information about Africa to gain background information about the text they are reading. Your child will compare two versions of a story, identifying any common themes or trends. We will be composing and rehearsing sentences orally (including dialogue) to progressively build a varied and rich vocabulary. In grammar lessons, we will be revising verbs, verb phrases, clauses and conjunctions. Your child will be applying their grammatical knowledge of conjunctions, to write multi-clause sentences in their own version of the Ananse story.

Fantasy: The Butterfly Lion by Michael Morpurgo

When studying the fantast text 'The Butterfly Lion,' your child will be developing their spoken language skills to build upon their vocabulary knowledge. They will be reading extracts from the text to develop understanding through techniques such as: speculating, hypothesising, imagining and exploring ideas. Your child will be checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context. After exploring a range of spoken language and reading intentions, your child will have the opportunity to use adverbials to produce a new chapter for the book.

Non-fiction texts

Persuasive Writing: Animals in Captivity – Zoo by Anthony Browne

This term, your child will explore issues around animals in captivity. When reading Zoo by Anthony Browne, we will be modelling and exploring the use of adverbials and expanded noun phrases. Your child will listen to extracts from the text and begin to ask relevant questions to extend their understanding and knowledge. During reading lessons, they will identify how language, structure and presentation contribute to meaning. Your child will research information using stage appropriate texts. They will then use this research, to plan and write a persuasive article including adverbials and expanded noun phrases to enhance their writing.

Reports: Narratives of Liberation – Who was Rosa Parks?

Your child will study biographical recounts about the life of Rosa Parks. They will explore the key features of a report as well as identifying specific layouts associated with non-fictional texts. Your child will explore the use of specific vocabulary and the affect they have on the reader. During reading lessons, they will be retrieving information from non-fiction texts, focusing on skimming and scanning techniques. When studying reports, your child will learn about the correct use of paragraphs to organise information. During this unit on reports, the grammar focus will be on the correct use of apostrophes. They will apply this grammar skill, when writing a postcard in role as Rosa Parks. To end this unit, your child will write summary notes about the life experiences of Rosa to then write a recount, using paragraphs.

Poetry

Poetic Forms: To explore different poetry forms

Throughout this unit on poetic forms, your child will be exposed to a variety of different poems. They will learn that there are many different types of poetry, but they often contain similar ingredients. They will listen to poet Joseph Coelho explain the differences between three different forms of poetry - the haiku, the sonnet and poems with no verse. Your child will then explore various examples and write their own haiku poem, sonnet and poems with no verse.

Poems on a Theme: They Have Places to Go - Using The Works Key Stage 2 Chosen by Pie Corbett

This term, your child will be immersed in poetry. They will have the opportunity to read and choose poems, comparing and analysing them for similarities and differences. They will continue to study the use fronted adverbials and possessive apostrophe, before applying their learning to their own poem writing.