

Sir John Sherbrooke Junior School - Year 4 English Objectives and Genre Coverage 2023-2024

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Lost Words	The Victorians	One world	One world	The Romans	The Romans
Text Type	Non-Fiction Lost words Poetry Information texts	Fiction Recounts/ Diary Entry Oliver Twist	Non-fiction Letter to persuade	Fiction Narrative – Alternative Ending Poetry Shakespeare Week – Midsummer Night’s Dream	Fiction Historic fiction Poetry Rhyming poem	Non-Fiction Instructions
Objectives Covered in all text types:	Information texts - To organise paragraphs around a theme. - Use fronted adverbials e.g. Later that day, I heard the bad news. - Use inverted commas and other punctuation to indicate direct speech inverted commas. - Expanded noun phrases – modifying adjectives, and prepositions.	Recount/Diary Entry - To organise paragraphs around a theme. - Use fronted adverbials e.g. Later that day, I heard the bad news. - Expanded noun phrases – modifying adjectives, and prepositions.	Alternative retelling of traditional tale - To consistently organise paragraphs around a theme. - To use all punctuation from preceding year groups. - To use singular possession and plural possession apostrophes with accuracy. - To demarcate fronted adverbials with commas consistently. - Expanded noun phrases – modifying adjectives, and prepositions.	Letter to persuade - To consistently organise paragraphs around a theme. - To use all necessary punctuation: colon list, commas, ellipsis. Sonnet - Expanded noun phrases – modifying adjectives, and prepositions. - To use similes. - To use personification. - To use metaphors.	Alternative Ending - To write narratives with a clear beginning, middle and end with a clear plot. - Use inverted commas and other punctuation to indicate direct speech inverted commas. - Expanded noun phrases – modifying adjectives, and prepositions. - To create a more detailed setting, characters and plot to fully engage the reader. - To use personification. - To use singular possession and plural possession apostrophes with accuracy.	Instructions - Expanded noun phrases – modifying adjectives, and prepositions. - To use all necessary punctuation: colon list, commas, ellipsis. - To demarcate fronted adverbials with commas consistently. - To organise paragraphs around a theme. - Use fronted adverbials e.g. Later that day, I heard the bad news. - Use inverted commas and other punctuation to indicate direct speech inverted commas.

Objectives Covered in all text types:

- Use standard English forms for verb inflections instead of local spoken forms.
- To spell most words with prefixes/suffixes correctly.
- To spell most homophones and common exception words correctly.
- To write a range of narratives and non-fiction using a consistent and appropriate structure.
- To use neat joined cursive handwriting.

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- To proof rather own and others' work making clear and accurate amendments. - To maintain tense throughout a piece. - To use nouns and pronouns effectively to aid cohesion. - To spell and use Y3/4 words accurately.					- To demarcate fronted adverbials with commas consistently. Rhyming Poem - Expanded noun phrases – modifying adjectives, and prepositions. - To use similes. - To use personification. - To use metaphors.	
Focus Text	Lost Words	Oliver Twist Chimney Charlie (Reading)	TBC	TBC	TBC	TBC
Decoding and Phonics	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Apply their knowledge of root words prefixes, suffixes including: 'in-', 'il-', 'im-' 'ir-' 'anti-' 'inter-'ing', '-en', '-er', 'ed' ation '-ous' and endings that sound like /ʒən/ spelt '-sion' To read aloud and to understand the meanings of new words that they meet. To read aloud the year 3/4 common exception words fluently noting the correspondences between spelling and sound and where these occur within the word.					
Reading for pleasure	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Reading independently a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes.					
Vocabulary	Using a dictionary with increasing accuracy to check the meaning of words. Discussing words and phrases that capture the reader's interest and imagination. Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them. Recognising some different forms of poetry [for example, free verse, narrative poetry].					
Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Make, predominantly, correct inferences.					

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Prediction	Identifying how language, structure, and presentation contribute to meaning. Identifying specific language which contributes to the development of meaning.
Discussing reading	Taking turns and listening to what others say. Discussing words and phrases that capture their interest and imagination. Identifying and discussing how language, structure, and presentation contribute to meaning.
Retrieve	Extract information from age-appropriate texts and make notes using quotation and reference to the text. Recognise fact and opinion.
Summarise	Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text.

*You can move the text types around to fit the topics and texts you want to use but objective coverage must remain the same for each text type (ensure similar targets are progressive).

**Can use videos and other hooks.

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