

Year 4 Literacy curriculum overview

Unit	Unit focus	PNS strand objectives
<p>1 Stories from the Past <i>Stories set in the past</i></p>	<p>Speaking and listening: Use role play and storytelling to develop a complete story. Reading: Explore the building blocks of a story (characters, setting and plot). Writing: Write a story set in the past. Assessment focus: writing a story set in the past</p> <p>Curriculum links History: World War 2 and the Victorians</p>	<p>1. Speaking: Offer reasons and evidence for their views, considering alternative opinions; Tell stories effectively; Use and reflect on some ground rules for sustaining talk and interactions</p> <p>4. Drama: Create roles showing how behaviour can be interpreted from different viewpoints</p> <p>7. Understanding and interpreting text: Deduce characters' reasons for behaviour from their actions; Identify and summarise evidence from a text to support a hypothesis; Explain how writers use figurative and expressive language to create images and atmosphere</p> <p>8. Engaging with and responding to texts: Read extensively favourite authors or genres; Interrogate texts to deepen and clarify understanding and response</p> <p>9. Creating and shaping text: Develop and refine ideas in writing using planning and problem-solving strategies; Use settings and characterisation to engage reader's interest</p> <p>10. Text structure and organisation: Organise text into paragraphs to distinguish between different events</p> <p>11. Sentence structure and punctuation: Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials); Use commas to mark clauses</p>
<p>2 Let's Put on a Play <i>Playscripts</i></p>	<p>Speaking and listening: Role play and perform a play. Reading: Compare plays to stories. Writing: Write scenes from a play. Assessment focus: writing a playscript</p> <p>Curriculum links History: Why have people invaded and settled in Britain in the past? A Roman case study</p>	<p>1. Speaking: Offer reasons and evidence for their views, considering alternative opinions; Use and reflect on some ground rules for sustaining talk and interactions</p> <p>4. Drama: Develop scripts based on improvisation; Comment constructively on plays and performances, discussing effects and how they are achieved</p> <p>7. Understanding and interpreting texts: Deduce character's reasons for behaviour from their actions; Use knowledge of different organisational features of texts to find information effectively</p> <p>8. Engaging with and responding to texts: Read extensively favourite authors or genres and experiment with other types of text; Interrogate texts to deepen and clarify understanding and response</p> <p>9. Creating and shaping texts: Use settings and characterisation to engage reader's interest; Show imagination through the language used to create emphasis, humour, atmosphere or suspense</p> <p>11. Sentence structure and punctuation: Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials); Use commas to mark clauses</p>

<p>3 Read All About It! <i>Newspapers</i></p>	<p>Speaking and listening: Role play as interviewers and witnesses. Reading: Identify the main features of newspaper texts. Writing: Write newspaper-style recounts. Assessment focus: writing a news story</p> <p>Curriculum links Geography: What's in the news? Citizenship: In the news</p>	<p>1. Speaking: Offer reasons and evidence for their views; Use and reflect on the ground rules for sustaining talk and interactions 2. Listening: Identify how talk varies with age, familiarity, gender and purpose 4. Drama: Create roles showing how behaviour can be interpreted from different viewpoints 7. Understanding and interpreting texts: Identify and summarise evidence from a text to support a hypothesis; Use knowledge of different organisational features of texts to find information effectively 8. Engaging and responding to texts: Interrogate texts to deepen and clarify understanding and response 9. Creating and shaping texts: Develop and refine ideas in writing using planning strategies; Summarise and shape material and ideas from different sources to write convincing and informative non- narrative texts; Choose and combine words, images and other features for particular effects 10. Text structure and organisation: Organise text into paragraphs to distinguish between different information, events or processes; Use adverbs and conjunctions to establish cohesion within paragraphs 11. Sentence structure and punctuation: Clarify meaning and point of view by using varied sentence structure; Use commas to mark clauses and the apostrophe for possession</p>
<p>4 Strange and Wonderful Places <i>Poems about strange and imagined settings</i></p>	<p>Speaking and listening: Perform poems. Reading: Read and discuss figurative language and structure of poems, including older poems. Writing: Write poems based on the structure or style of poems read. Assessment focus: writing a poem</p> <p>Curriculum links Music: Painting with sound</p>	<p>1. Speaking: Offer reasons and evidence for their views, considering alternative opinions 4. Drama: Comment constructively on plays and performances, discussing effects and how they are achieved 7. Understanding and interpreting texts: Explain how writers use figurative and expressive language to create images and atmosphere 8. Engaging with and responding to texts: Read extensively favourite authors or genres and experiment with other types of text; Interrogate texts to deepen and clarify understanding and response 9. Creating and shaping texts: Show imagination through language used to create...atmosphere...; Choose and combine words...for particular effects</p>
<p>5 Strange but True <i>Fantasy stories with real-life settings</i></p>	<p>Speaking and listening: Discuss in groups with role playing and storytelling. Reading: Read fantasy adventure stories which have real-life settings and investigate how settings can add to tension. Writing: Plan and write stories with different settings. Assessment focus: writing a fantasy story with a real-life setting</p>	<p>1. Speaking: Tell stories effectively 3. Group discussion and interaction: Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor 4. Drama: Create roles showing how behaviour can be interpreted from different viewpoints 7. Understanding and interpreting texts: Deduce characters' reasons for behaviour from their actions; Explain how writers use figurative and expressive language to create images and atmosphere</p>

	<p>Curriculum links Art and Design: Viewpoints</p>	<p>8. Engaging with and responding to texts: Read extensively favourite authors or genres...; Interrogate texts to deepen and clarify understanding and response 9. Creating and shaping texts: Develop and refine ideas in writing through planning; Use settings and characterisation to engage readers' interest; Show imagination through the language used to create atmosphere or suspense 11. Sentence structure and punctuation: Clarify meaning and point of view by using varied sentence structure; Use commas to mark clauses and the apostrophe for possession</p>
<p>6 Where Are We? <i>Fantasy stories with real-life settings</i></p>	<p>Speaking and listening: Practise storytelling techniques and use group discussion to explore science fiction and fantasy stories. Reading: Compare settings and investigate how they influence events and behaviour. Writing: Write a story in sections or chapters. Assessment focus: writing a science fiction or fantasy story</p> <p>Curriculum links Design and Technology: Alarms Citizenship: Living in a diverse world</p>	<p>1. Speaking: Offer reasons and evidence for their views; Tell stories effectively; Use and reflect on some ground rules for sustaining talk 2. Listening: Identify how talk varies with age, familiarity, gender and purpose 3. Group discussion and interaction: Take different roles in groups 7. Understanding and interpreting texts: Deduce character's reasons for behaviour from their actions; Explain how writers use figurative and expressive language to create images and atmosphere 8. Engaging and responding to texts: Read extensively favourite authors or genres...; Interrogate texts to deepen and clarify understanding and response 9. Creating and shaping texts: Develop and refine ideas in writing using planning... strategies; Use settings and characterisation to engage readers' interest; Show imagination through language used to create atmosphere 11. Sentence structure and punctuation: Clarify meaning...by using varied sentence structure; Use commas to mark clauses, and use the apostrophe for possession</p>
<p>7 Finding Out <i>Information texts</i></p>	<p>Speaking and listening: To give a short informative talk to a group or the class. Reading: To locate information in non-fiction texts. Writing: To collect and present information in a variety of ways. Assessment focus: writing an information text</p> <p>Curriculum links Science: Habitats Music: Animal magic - exploring descriptive sound</p>	<p>1. Speaking: Convey detailed information coherently to listeners 2. Listening: Listen to a speaker, make notes on the talk; Compare the different contributions of music, words and images in short extracts from TV programmes; Identify how talk varies with age, familiarity, gender and purpose 3. Group discussion and interaction: Take roles in groups and use the language appropriate to them, including the role of leader, reporter, scribe and mentor 7. Understanding and interpreting texts: Explain how ideas are developed in non-fiction texts; Use knowledge of different organisational features to find information effectively 8. Engaging and responding to texts: Interrogate texts to deepen and clarify understanding and response 9. Creating and shaping texts: Develop and refine ideas in writing using planning... strategies; Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts; Choose and combine words, images and other features for particular effects 10. Text structure and organisation: Organise text into paragraphs to distinguish different information... 11. Sentence structure and punctuation: Clarify meaning and point of view by using varied sentence structure</p>

<p>8 The Power of Nature <i>Explanatory texts</i></p>	<p>Speaking and listening: Talk formally in order to explain. Reading: Identify the main features of explanatory texts. Writing: Write an explanation. Assessment focus: writing an explanatory text</p> <p>Curriculum links Music: Painting with sound Geography: Connecting ourselves to the world; Passport to the world</p>	<p>1. Speaking: Convey detailed information coherently for listeners; Use and reflect on some of the ground rules for sustaining talk and interaction 2. Listening: Listen to a speaker, make notes on the talk...; Compare the different contributions of music, words and images in short extracts from TV programmes; Identify how talk varies with age, familiarity, gender and purpose 3. Group discussion and interaction: Take roles in groups and use the language appropriate to them, including the role of leader, reporter, scribe and mentor 4. Drama: Create roles showing how behaviour can be interpreted from different viewpoints 7. Understanding and interpreting texts: Use knowledge of different organisational features to find information effectively; Explain how ideas are developed in non-fiction texts 8. Engaging and responding to texts: Interrogate texts to deepen and clarify understanding and response 9. Creating and shaping texts: Develop and refine ideas in writing using planning strategies; Summarise and shape material and ideas from different sources to write convincing and informative non- narrative texts 10. Text structure and organisation: Organise text into paragraphs to distinguish different information...processes; Use adverbs and conjunctions to establish cohesion within paragraphs 11. Sentence structure and punctuation: Clarify meaning and point of view by using varied sentence structure; Use commas to mark clauses</p>
<p>9 Patterns in Poetry <i>Different forms of poetry</i></p>	<p>Speaking and listening: Engage in group discussions about poetry; perform a poem. Reading: Read and discuss different forms of poetry. Writing: Write poems with different structures. Assessment focus: writing a haiku verse</p> <p>Curriculum links Music: Play it again - exploring rhythmic patterns</p>	<p>1. Speaking: Offer reasons and evidence for their views, considering alternative opinions; Respond appropriately to the contributions of others in the light of differing viewpoints; Use and reflect on some ground rules for sustaining talk and interactions 4. Drama: Comment constructively on... performances, discussing effects and how they are achieved 7. Understanding and interpreting texts: Explain how writers use figurative and expressive language to create images and atmosphere 8. Engaging with and responding to texts: Experiment with other types of text; Interrogate texts to deepen and clarify understanding and response 9. Creating and shaping texts: Show imagination through language used to create... atmosphere...; Choose and combine words... for particular effects 11. Sentence structure and punctuation: Use commas to mark clauses</p>
<p>10 Difficult Feelings <i>Stories dealing with difficult issues</i></p>	<p>Speaking and listening: Create roles to explore character and viewpoint; discuss issues in groups. Reading: Identify social issues in stories. Writing: Write a story about feelings or dilemmas. Assessment focus: writing a story on an issue</p> <p>Curriculum links Art and Design: Exploring relationships P.E.: Dance activities (character) Citizenship: Choices</p>	<p>1. Speaking: Offer reasons and evidence for their views, considering alternative opinions; Respond appropriately to the contributions of others in the light of differing viewpoints 4. Drama: Create roles showing how behaviour can be interpreted from different viewpoints 7. Understanding and interpreting texts: Deduce characters' reasons for behaviour from their action and explain how ideas are developed in non-fiction texts 8. Engaging with and responding to texts: Read extensively favourite authors or genres...; Interrogate texts to deepen and clarify understanding and response</p>

		<p>9. Creating and shaping texts: Use settings and characterisation to engage readers' interest; Show imagination through language used to create emphasis, humour, atmosphere or suspense</p> <p>10. Text structure and organisation: Organise text into paragraphs to distinguish between different events</p> <p>11. Sentence structure and punctuation: Clarify meaning and point of view by using varied sentence structure</p>
<p>11 People and Places Stories involving people from different cultures</p>	<p>Speaking and listening: Use drama to explore dilemmas. Reading: Identify social and cultural issues in stories. Writing: Write a longer story (in chapters). Assessment focus: writing a story about a decision or an issue</p> <p>Curriculum links Geography: Connecting ourselves to the world Citizenship: Living in a diverse world/Respect for property Art and Design: Journeys Dance: Characters</p>	<p>1. Speaking: Offer reasons and evidence for their views, considering alternate opinions; Respond appropriately to the contributions of others in the light of differing viewpoints</p> <p>4. Drama: Create roles showing how behaviour can be interpreted from different viewpoints</p> <p>7. Understanding and interpreting texts: Identify and summarise evidence from a text to support a hypothesis; Deduce characters' reasons for behaviour from their actions; Explain how writers use figurative and expressive language to create images and atmosphere</p> <p>8. Engaging with and responding to texts: Read extensively favourite authors or genres...; Interrogate texts to deepen and clarify understanding and response</p> <p>9. Creating and shaping texts: Develop and refine ideas in writing using planning and problem-solving strategies; Use settings and characterisation to engage readers' interest; Show imagination through the language used to create emphasis, humour, atmosphere or suspense</p> <p>10. Text structure and organisation: Organise texts into paragraphs to distinguish between different events; Use adverbs and conjunctions to establish cohesion within paragraphs</p> <p>11. Sentence structure and punctuation: Clarify meaning by using varied sentence structure</p>
<p>12 Getting Your Point Across <i>Persuasive texts</i></p>	<p>Speaking and listening: Speaking persuasively in a group or class scenario. Reading: Identify the main features of persuasive writing. Writing: Write a persuasive point of view. Assessment focus: writing a letter and a flyer arguing a point of view</p> <p>Curriculum links Geography: How can we improve the area we see from our window?</p>	<p>1. Speaking: Offer reasons and evidence for their views, considering alternative opinions; Respond appropriately to the contributions of others in the light of differing viewpoints; Convey detailed information coherently for listeners; Use and reflect on the ground rules for sustaining talk and interactions</p> <p>3. Group discussion and interaction: Take roles in groups and use the language appropriate to them, including the role of leader, reporter, scribe and mentor; Identify the main points of each speaker, compare their arguments and how they are presented</p> <p>7. Understanding and interpreting texts: Identify and summarise evidence from a text to support a hypothesis; Use knowledge of different organisational features to find information effectively; Explain how ideas are developed in non-fiction texts</p> <p>8. Engaging and responding to texts: Interrogate texts to deepen and clarify understanding and response</p> <p>9. Creating and shaping texts: Develop and refine ideas in writing using planning and problem solving strategies; Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts; Show imagination through language used to create emphasis</p>

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<p>13 Do You Want One of These? <i>Advertisements</i></p>	<p>Speaking and listening: Use discussion and dialogue to plan an advertising campaign which includes a range of advertisements of different types.</p> <p>Reading: Evaluate advertisements in order to understand how they persuade.</p> <p>Writing: Write and record an advertising campaign.</p> <p>Assessment focus: writing an advertising campaign</p> <p>Curriculum links</p> <p>Citizenship: Choices</p> <p>Design and Technology: Money containers</p> <p>Art and Design: Take a seat</p>	<p>1. Speaking: Offer reasons and evidence for their views, considering alternative opinions</p> <p>2. Listening: Compare the different contributions of music, words and images in short extracts from TV programmes</p> <p>3. Group discussion and interaction: Take roles in groups and use the language appropriate to them, including the role of leader, reporter, scribe and mentor; Identify the main points of each speaker, compare their arguments and how they are presented; Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans</p> <p>4. Drama: Develop scripts based on improvisation</p> <p>7. Understanding and interpreting texts: Use knowledge of different organisational features to find information effectively; Explain how ideas are developed in non-fiction texts</p> <p>8. Engaging and responding to texts: Interrogate texts to deepen and clarify understanding and response</p> <p>9. Creating and shaping texts: Develop and refine ideas in writing using planning and problem solving strategies; Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts; Show imagination through language used to create emphasis</p> <p>11. Sentence structure and punctuation: Clarify meaning and point of view by using varied sentence structure; Use commas to mark clauses</p>