

# Keevil CofE Academy English Curriculum Overview Y4/ Y5

English Y4/5						
<p>Writing</p>	<p>Key Text: GEORGES SECRET KEY TO THE UNIVERSE By: Lucy Hawking –</p> <p>Including 1 session per week free write</p>	<p>Key Text: THE LEGEND OF PODKIN ONE-EAR BY: Kieran Larwood</p> <p>Including 1 session per week free write</p>	<p>Key Text: THE FIREWORK MAKER'S DAUGHTER By: Phillip Pullman</p> <p>Including 1 session per week free write</p>	<p>Key Text: Beowulf by Michael Morpurgo</p> <p>Including 1 session per week free write</p>	<p>Key Text: PUGS OF THE FROZEN NORTH BY: Phillip Reeves</p> <p>Including 1 session per week free write</p>	
<p>PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.</p>	<p>Y4 I can use standard forms of verbs.</p> <p>Y5</p> <ul style="list-style-type: none"> <li>I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>.</li> <li>I can use commas within a sentence to ensure meaning is clear.</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details.</li> <li>I can use a wide range of conjunctions to show time, place and cause in my writing.</li> <li>I can use adverbial phrases to start some sentences followed by a comma</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>.</li> <li>I can use commas within a sentence to ensure meaning is clear.</li> <li></li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>can use a wide range of subordinating conjunctions at the beginning and within sentences to add details.</li> <li>I can use a wide range of conjunctions and adverbs to show time, place and cause in my writing.</li> <li>I can use adverbial phrases to start some sentences followed by a comma.</li> <li>I can use speech marks and other punctuation when I am writing speech. <ul style="list-style-type: none"> <li>I can use possessive apostrophes in words with irregular plurals.</li> </ul> </li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.</li> <li>I can use commas within a sentence to ensure meaning is clear.</li> <li>I can use ellipsis in an appropriate way in my writing.</li> <li></li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>I can use pronouns to avoid repeating the same noun in my writing.</li> <li>I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing.</li> <li>I can use different sentence structures for effect.</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.</li> <li>I can use commas within a sentence to ensure meaning is clear.</li> <li>I can use ellipsis in an appropriate way in my writing.</li> </ul>	<p>Y4</p> <p>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> <li>I can use pronouns to avoid repeating the same noun in my writing.</li> <li>I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details.</li> <li>I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing.</li> <li>I can use adverbial phrases to start some sentences followed by a comma.</li> <li>I can use standard forms of verbs.</li> <li>I can use speech marks and other punctuation when I am writing speech.</li> <li>I can use possessive apostrophes in words with irregular plurals.</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>.</li> <li>I can use modal verbs and adverbs to show a range of possibility.</li> <li>I can use present perfect verbs to show relationships between time and cause.</li> <li>I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.</li> <li>I can use commas within a sentence to ensure meaning is clear.</li> <li>I can use ellipsis in an appropriate way in my writing.</li> <li>I can use modal verbs and adverbs to show a range of possibility.</li> <li>I can use present perfect verbs to show relationships between time and 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appropriate way in my writing.</li> <li>I can use modal verbs and adverbs to show a range of possibility.</li> <li>I can use present perfect verbs to show relationships between time and cause.</li> <li></li> </ul>

					<ul style="list-style-type: none"> <li>• I can use longer noun phrases.</li> <li>• I can use a colon to introduce a list and semi-colons within a list.</li> <li>• I can use past perfect verbs to show relationships between time and cause.</li> <li>• I can identify and use the subjunctive mood.</li> </ul>	
Additional subjects + writing options	Science –: Light Non Chronological Report writing, Explanation text	Science – Electricity Instructions, report writing	Science – Rocks Non Chronological Report writing, Explanation text	Science: Evolution Non Chronological Report writing, Explanation text	Science – Living Things Report writing, Explanation text, Information text	Science plant classification Report writing, Explanation text, Information text
	Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?	Understanding Christianity: INCARNATION 2a.3 – What is the Trinity?	Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be happy?	Understanding Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible?	Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact of Pentecost?	Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Units – Can the Buddha’s teachings make the world a better place? AND What is the best way for a Buddhist to leave a good life?
Reading	<p>Vocabulary/Word meaning Prior knowledge Associated with the reading Summarise the story so far Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts. Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation Model the taught reading skill eg: Skimming/scanning, text-marking or short answer question type. Questions to read and answer (short answer formats) Multiple choice Simple retrieval Ordering True/false Matching Visualisation Find and copy a phrase/word Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text</p>		<p>Vocabulary/Word meaning Prior knowledge Associated with the reading Summarise the story so far Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts. Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation Model the taught reading skill eg: Skimming/scanning, text-marking or short answer question type. Questions to read and answer (short answer formats) Multiple choice Simple retrieval Ordering True/false Matching Visualisation Find and copy a phrase/word Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text</p>		<p>Vocabulary/Word meaning Prior knowledge Associated with the reading Summarise the story so far Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts. Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation Model the taught reading skill eg: Skimming/scanning, text-marking or short answer question type. Questions to read and answer (short answer formats) Multiple choice Simple retrieval Ordering True/false Matching Visualisation Find and copy a phrase/word Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text</p>	
Spelling	<p>Y4</p> <ul style="list-style-type: none"> <li>• Unit 1 adding the prefix mis- and revising un-, in-, dis-</li> <li>• Unit 2 words ending in zhuh, spelt –sure</li> <li>• Special focus The short u sound spelt ou</li> <li>• Revision</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>• Unit 3 adding the prefix auto-</li> <li>• Unit 4 adding the suffix –ly</li> <li>• Unit 5 adding the prefix inter-</li> <li>• Special focus Homophones</li> <li>• Revision</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>• Unit 6 words with the ay sound spelt eigh, ei, ey</li> <li>• Unit 7 words ending with –ous</li> <li>• Unit 8 Words with s sound spelt sc</li> <li>•</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>• Unit 9 words ending with zhun spelt sion</li> <li>• Unit 10 Adding il and revising un-, in-, mis-, dis-</li> <li>• Unit 11 The c sound spelt – que and the g sound spelt – gue</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>• Unit 12 adding ir- to words beginning with r</li> <li>• Unit 13 adding the suffix –ion</li> <li>• Unit 14 adding the suffix –ion</li> <li>• Revision</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• assessment</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Assessment</li> </ul>

	<p>Y5</p> <ul style="list-style-type: none"> <li>Unit 1 words with silent letter b</li> <li>Special focus words that contain the letter string ough</li> <li>Unit 2 words ending in-ible</li> <li>Unit 3 Words ending able</li> <li>Revision</li> <li></li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>Special focus orange words</li> <li>Unit 4 words with a silent letter t</li> <li>Special focus orange words</li> <li>Unit 5 words ending – ibly, -ably</li> <li>Revision</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>Unit 6 words ending in – ent</li> <li>Special focus orange words</li> <li>Unit 7 words ending in – ence</li> <li>Special focus orange words</li> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Special focus Homophones</li> <li>Revision</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>Unit 8 the ee sound spelt ei</li> <li>Special focus homophones and other words that are often confused</li> <li>Uit 9 words ending in – ant, -ance and – ancy</li> <li>Special focus orange words</li> <li>Revision</li> <li></li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>Unit 10 words ending shus spelt –cious</li> <li>Special focus orange words</li> <li>Unit 11 words ending in shus spelt –tious <ul style="list-style-type: none"> <li>Special focus orange words</li> </ul> </li> <li>Unit 12 words endingin shul spelt cial or –tial</li> <li></li> </ul>	
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