

# Keevil CofE Academy English Curriculum Overview Y4/ Y5

English Y4/5						
<p>Rotation 2 Writing</p>	<p>Key Text: Charlie and the Chocolate Factory By Roald Dahl Additional Texts for Immersion – other books by Roald Dahl The BFG, James and the Giant Peach  Including 1 session per week free write</p>	<p>Key Text: Let sleeping sea-monsters lie...and other cautionary tales by Eva Ibbotson  Including 1 session per week free write</p>	<p>Key text: How to train your dragon? By Cressida Cowell  Including 1 session per week free write</p>	<p>Key Text: The Demon Headmaster By Gillian Cross  Including 1 session per week free write</p>	<p>Key Text: Kensuke's Kingdom By Michael Morpurgo  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.  Y5  <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>	<p>Y4  <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  <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> </p>	<p>Y4  <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  <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> </p>	<p>Y4  <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  <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> </p>	<p>Y4  <ul style="list-style-type: none"> <li>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</li> <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  <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> </ul> </p> </p>	<p>Y4  <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 standard forms of verbs.</li> <li>I can use a and an correctly.</li> </ul> <p>Y5  <ul style="list-style-type: none"> <li>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</li> <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> </ul> </p> </p>

					<p>independent clauses in a sentence.</p> <ul style="list-style-type: none"> <li>• I can use hyphens to avoid confusion.</li> <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>	<ul style="list-style-type: none"> <li>• I can use present perfect verbs to show relationships between time and cause.</li> <li>•</li> </ul>
Additional subjects + writing options	<p>Science –: Magnets Non Chronological Report writing, Explanation text History – Ancient Egyptians</p>	<p>Science – Forces + friction Instructions, report writing History – Ancient Egyptians</p>	<p>Science: Materials Geography : Map work and geographical skills Non Chronological Report writing, Explanation text</p>	<p>Science: Humans Art, DT: Pop up books Computing: Programing</p>	<p>Science: Humans Art, DT: Meet the Artists Computing: Programing</p>	<p>Science –: Magnets Non Chronological Report writing, Explanation text History – Ancient Egyptians</p>
	<p>Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?</p>	<p>Understanding Christianity: INCARNATION 2a.3 – What is the Trinity?</p>	<p>Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be happy?</p>	<p>Understanding Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible?</p>	<p>Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact of Pentecost?</p>	<p>Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?</p>
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> </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> </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> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>• Unit 9 words ending with zhun spelt sion</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> </ul>	<p>Y4 Y4</p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• assessment</li> </ul>

	<ul style="list-style-type: none"> <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>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>	<ul style="list-style-type: none"> <li>Unit 5 adding the prefix inter-</li> <li>Special focus Homophones</li> <li>Revision</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>	<ul style="list-style-type: none"> <li>Unit 8 Words with s sound spelt sc</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>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> <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>	<ul style="list-style-type: none"> <li>Unit 14 adding the suffix –ion</li> <li>Revision</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>	<p>Y5</p> <ul style="list-style-type: none"> <li>Revision</li> <li>Assessment</li> </ul>
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