



Bowdon Church School English Overview - Year 4

Autumn

Class novel and core texts:

The Miraculous Journey of Edward Tulane by Kate DiCamillo



The Boy, the Mole, the Fox & the Horse by Charlie Mackesy



Horrid Henry by Francesca Simon

Plus resources from [Black History Month 2024 - BBC](#)

Class novel and core texts:

Race to the Frozen North by Catherine Johnson



Once upon a raindrop by James Carter

The Great Kapok Tree by Lynne Cherry



Plus work on [Remembrance Day](#).

Spring

Class novel and core texts:

How to train your dragon by Cressida Cowell



The Lost Happy Endings by Carol Ann Duffy

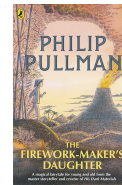


Class novel and core texts:

How to train your dragon by Cressida Cowell



The Firework Maker's Daughter by Philip Pullman



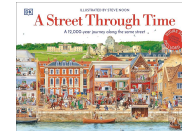
[World Book Day](#) whole-school text - changes annually. In recent years:



Summer

Class novel and core texts:

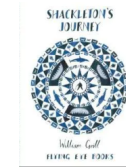
A Street Through Time by Anne Millard



Kensuke's Kingdom by Michael Morpurgo

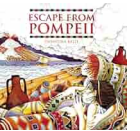


Shackleton's Journey by William Grille

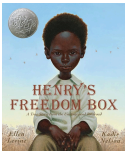


Class novel and core texts:

Escape from Pompeii by Christina Balit



Henry's Freedom Box by Ellen Levine



Percy Jackson, Lightning Thief by Rick Riordan



In addition to our core texts, we use mixed fiction and nonfiction extracts and poetry for whole class guided reading (WCGR) & home learning, to explicitly build vocabulary, literary criticism skills (including knowledge of literary devices), cultural capital and knowledge of the world.

<p>Poetry: Character poetry, for example: <i>If</i> by Rudyard Kipling <i>What If?</i> by Benjamin Zephaniah National Poetry Day poetry focus</p> <p>Christmas and seasonal poetry, for example: <i>Twas the Night Before Christmas</i> by Clement Clarke Moore <i>Another Night Before Christmas</i> by Carol Ann Duffy</p> <p>Anthology:</p>  <p><i>I am the Seed that Grew a Tree</i> by the National Trust</p>	<p>Poetry: Patriotic poetry, for example: <i>The British</i> by Benjamin Zephaniah <i>The Hill We Climb</i> (abridged) by Amanda Gorman</p> <p>Sonnets & Odes, for example: <i>Composed Upon Westminster Bridge</i> by William Wordsworth</p> <p>Anthology:</p>  <p><i>I am the Seed that Grew a Tree</i> by the National Trust</p>	<p>Poetry: Poems to perform, for example: <i>Uitaii Lampada</i> by Henry John Newbolt <i>Television</i> (abridged) by Roald Dahl</p> <p>Poems about strong feelings, for example: <i>A Poison Tree</i> by William Blake <i>How do I love thee?</i> by Elizabeth Barrett Browning</p> <p>Anthology:</p>  <p><i>I am the Seed that Grew a Tree</i> by the National Trust</p>
<p><u>Writing tasks:</u> Fiction/narrative: Humorous and descriptive narrative inspired by <i>Horrid Henry</i> (spoken assessment) Descriptive writing inspired by <i>The Boy, The Mole, The Fox & The Horse</i></p> <p>Non-fiction: Factual tour based on the Water Cycle. Persuasive letter inspired by the <i>Kapok Tree</i>. Firework poetry using a range of poetic devices</p> <p>Handwriting baseline</p>	<p><u>Writing tasks:</u> Fiction/narrative: Writing inspired by <i>How to train your dragon</i> Losing tale narrative inspired by <i>The Lost Happy Endings</i></p> <p>Non-fiction: Instructions on <i>How to train your dragon</i> World Book Day writing TBC</p> <p>Poetry: Our version of <i>The British</i></p> <p>Ongoing handwriting focus</p>	<p><u>Writing tasks:</u> Fiction/narrative: Adventure stories inspired by <i>Kensuke's Kingdom</i> Escape story inspired by <i>Escape from Pompeii</i></p> <p>Non-fiction: Non-chronological report inspired by <i>A Street through Time</i> Non-chronological report based on <i>Henry's Freedom Box</i></p> <p>Year 5 transition writing task.</p> <p>Ongoing handwriting focus</p>
<p>Spelling:</p> <ul style="list-style-type: none"> ● RWi Spelling Units 1, 2, & 3 ● Prefix mis-, un-, in-, dis- ● Words ending in -sure 	<p>Spelling:</p> <ul style="list-style-type: none"> ● RWi Spelling Units 7 & 8 ● Ending in -ous ● 'sc' sounds (s) 	<p>Spelling:</p> <ul style="list-style-type: none"> ● RWi Spelling Units 11 & 12 ● -que and -gue ● Prefix 'ir'

<ul style="list-style-type: none"> ● Prefix -auto ● RWi Spelling Units 4, 5 & 6 ● Suffix -ly ● Prefix -inter ● ‘Eigh’ ‘ei’, ‘ey’ sounds ● Y3/4 statutory words ● RWi Tests 1 & 2 ● Ongoing dictionary & thesaurus work 	<ul style="list-style-type: none"> ● RWi Spelling Units 9 & 10 ● ‘-shun’ ending with -tion, (and recap -sion, -cian, -ssion) ● Prefix to change to the antonyms with -il ● Y3/4 statutory words ● RWi Tests 3 & 4 ● Ongoing dictionary & thesaurus work 	<ul style="list-style-type: none"> ● RWi Spelling Units 13 & 14 ● ‘-shun’ ending with -ion ● Revision of all taught content ● Y3/4 statutory words ● RWi Tests 5 & 6 ● Ongoing dictionary & thesaurus work
<p>Punctuation and grammar:</p> <ul style="list-style-type: none"> ● Revision of paragraphs ● Homophones ● Complex sentences and subordination, including embedded clauses ● Punctuation of direct speech, including a comma after the reporting clause ● Adverbs and adverbials ● Commas with fronted adverbials ● Possessive singular and plural apostrophes ● Apostrophes for contraction <p>GPS is also taught responsively as part of our writing Whole Class Feedback pedagogy.</p>	<p>Punctuation and grammar:</p> <p>Revision of taught content, plus:</p> <ul style="list-style-type: none"> ● Word classes retrieval ● Commas in lists ● Coordinating and subordinating conjunctions ● Pronouns to replace nouns to aid cohesion and avoid repetition, including possessive pronouns <p>GPS is also taught responsively as part of our writing Whole Class Feedback pedagogy.</p>	<p>Punctuation and grammar:</p> <p>Revision of taught content, plus:</p> <ul style="list-style-type: none"> ● Expanded noun phrases ● Determiners ● Verb tenses - past, present, future simple and progressive ● Standard English <p>GPS is also taught responsively as part of our writing Whole Class Feedback pedagogy.</p>
<p>Oracy/drama/spoken language:</p> <ul style="list-style-type: none"> ● Reading aloud: choral reading, echo reading ● Using our storyteller voices when reading our <i>Horrid Henry</i> stories to each other or to the class ● Speaking in scholar sentences ● Vision group hustings (every other year) ● National Poetry Day poetry recitations ● Theatre Group visit (M&M) - <i>Swan Lake</i> ● Class assemblies 	<p>Oracy/drama/spoken language:</p> <p>As Autumn plus:</p> <ul style="list-style-type: none"> ● Performing our patriotic poetry ● World Book Day performance of writing 	<p>Oracy/drama/spoken language:</p> <p>As Autumn plus:</p> <ul style="list-style-type: none"> ● Performance poetry ● Debating an issue that matters to us (child-led) ● Persuasive speech about an inspirational person

Reading for pleasure & Home Learning:

- All children have a class reading book or one from a reading scheme, which is changed as appropriate and with adult supervision if required
- All children visit our library to choose a book to take home
- It is our expectation that children read at home for a minimum of 15 minutes per day
- English homework may take the form of reading, writing or research tasks
- We visit our local libraries at least once a year
- Personal reading time in class