

HOLBROOK PRIMARY SCHOOL

English Curriculum Map

YEAR 4



Fiction and poetry text types	Texts to support curriculum and story time	
Stories with historical settings	<p>Street child Children of winter Across the Roman wall Robbers on the road The actor, the rebel and the wrinkled queen The King in blood red and gold Carrie's war Friend or foe Fair's fair Dog days Pocket hero Lizzie's wish A ghost-light in the attic Dark eagle and other historical stories Mission to Marathon</p>	<p>Doherty, Berlie Doherty, Berlie Breslin, Theresa Burgess, Melvin Deary, Terry Deary, Terry Bawden, Nina Morpurgo, Michael Garfield, Leon McCaughrean, Geraldine Goodhart, Pippa Geras, Adele Thomson, Pat Tonge, Neil Trease, Geoffrey</p>
Stories in imaginary worlds	<p>The lion, the witch and the wardrobe The Dream Master Merlin's apprentice Nim's island Mrs Frisby and the rats of Nimh Fergus Crane Moon cake and other stories Temmi and the flying bears The dragon charmer The mouse and his child A Redwall winter's tale Emily Windsnap and the castle in the mist</p>	<p>Lewis, C S Breslin, Theresa Landman, Tanya Orr, Wendy O'Brien, Robert C Stewart, Paul Aiken, Joan Elboz, Stephen Hill, Douglas Hoban, Russell Jacques, Brian Kessler, Liz</p>

<p>Stories with issues and dilemmas</p>	<p>Bill's new frock The angel of Nitshill Road Secret friends Cloud busting The present takers Bad girls The iron woman This morning I met a whale Why the whales came Little foxes Forever family?</p>	<p>Fine, Anne Fine, Anne Laird, Elizabeth Blackman, Malorie Chambers, Aidan Wilson, Jacqueline Hughes, Ted Morpurgo, Michael Morpurgo, Michael Morpurgo, Michael Lobel, Gill</p>
<p>Plays and dialogue</p>	<p>Roald Dahl's Charlie and the chocolate factory: a play Roald Dahl's The BFG : plays for children The Second World War Time switch Fool's gold Play time Let's Go To London</p>	<p>George, Richard R Wood, David Webley, Ann Barlow, Steve Calcutt, David Donaldson, Julia Umansky, Kaye</p>
<p>Poem types eg. haiku, cinquain, prayers, alphabet and number poems, question and answer poems etc.</p>	<p>Poetry Patterns A book of very short poems Poets writing in a variety of forms Teasing tongue twisters Prayers and poems from around the world An animal alphabet Spies unlimited: a secret stash of poems, jokes, riddles, and plots Zen ties A kick in the head Cool melons - turn to frogs! : the life and poems of Issa This poem doesn't rhyme The universal vacuum cleaner and other riddle poems Because a fire was in my head : 101 poems to remember The poetry chest</p>	<p>Water, Fiona Harrison, Michael Magee, Wes Foster, John Orme, David Stevens, Christian Peters, Andrew Fusek Muth, Jon J Janeczko, Paul Gollub, Matthew edited by Gerard Benson compiled by John Foster edited by Michael Morpurgo Foster, John stevens, Roger poems chosen by Paul Cookson</p>

	The Monster that ate the universe The works	
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READING

Word Reading	
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
Comprehension	
<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>reading books that are structured in different ways and reading for a range of purposes;</p> <p>Using dictionaries to check the meaning of words that they have read;</p> <p>Identifying themes and conventions in a wide range of books;</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;</p> <p>Recognising some different forms of poetry [<i>for example, free verse, narrative poetry</i>].</p>	<p><i>Understand what they read, in books they can read independently, by:</i></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Predicting what might happen from details stated and implied;</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these;</p> <p>Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>

WRITING

TRANSCRIPTION

Spelling

Handwriting

Pupils should be taught to:

Curriculum 'orange' words

Pupils should be taught to:

- The short u sound spelt ou
- Adding the prefix mis-
- Adding the prefix auto-
- Adding the prefix inter-
- Adding il- and revising un-, in-, mis- and dis
- Adding ir- to words beginning with r
- Adding the suffix -ly (to adjectives to form adverbs)
- Words ending in zhuh spelt -sure
- Words ending in zhun spelt -sion
- Words ending in -ous
- Adding the prefix super-
- Adding the prefix sub-
- The c sound spelt -que and the g sound spelt -gue
- Words with the s sound spelt sc
- Words with the ay sound spelt ei, eigh, ey
- Possessive apostrophes with plural words
- Homophones

accident(ally)
actual(ly)
address
breath
breathe
build
calendar
caught
centre
century
eight/eighth
enough
exercise
experience
extreme
grammar
guard
guide
height
knowledge
library
material
medicine
naughty

occasion(ally)
opposite
ordinary
particular
peculiar
popular position
possess(ion)
potatoes
pressure
purpose
question
recent
regular
reign
remember
straight
suppose
therefore
though/although
thought
through
weight
woman/women

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

COMPOSITION

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - **discussing and recording ideas**
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
 - **organising paragraphs around a theme**
 - **in narratives, creating settings, characters and plot**
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **proofread for spelling and punctuation errors**
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Word	Sentence	Text	Punctuation
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • The meaning and use of determiners • The meaning and use of possessive pronouns 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, before, after, while, so, because, although 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Use of commas after fronted adverbials

Year 3 and 4

Statutory requirements

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

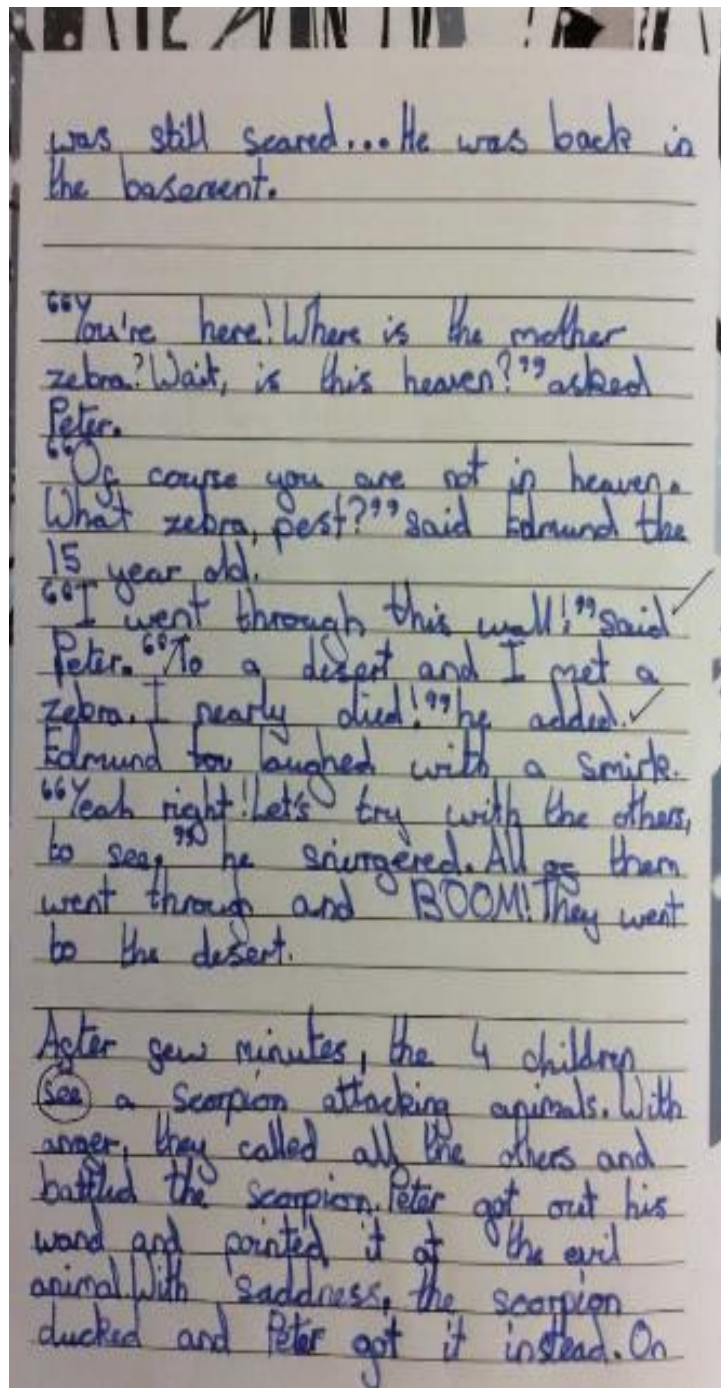
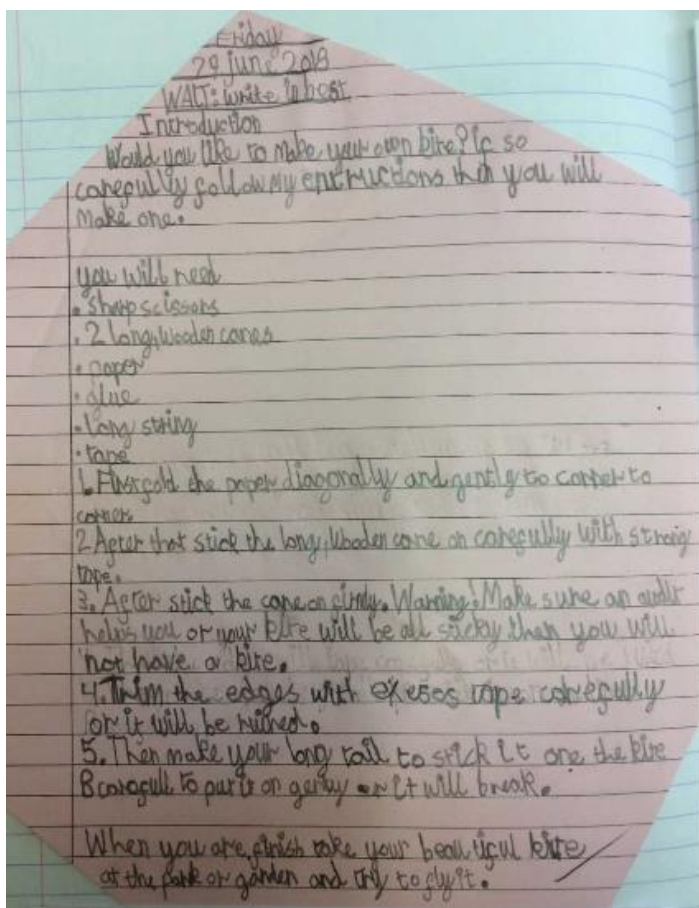
Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Year 3

An example of writing expected at the end of year 3

Zara



Year 4

An example of writing expected at the end of year 4

Zuzanna

Non-fiction text type progression

During the year, you should teach the text types highlighted in blue below, which are new to the year group, as a whole unit of writing. Choose from the other text types in black, which have been taught in previous year groups, as mini-outcomes within other units.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recounts Instructions	Recounts Instructions Report Letters (informal) Diaries	Recounts Instructions Report Letters (informal) Diaries Explanation	Recounts Instructions Report Letters (formal) Diaries Explanation Persuasion	Recounts Instructions Report Letters Diaries Explanation Persuasion Newspaper report	Recounts Instructions Report Letters Diaries Explanation Persuasion Newspaper report Discussion

Poetry Technique Guidance

During the year, you should teach the poetic techniques highlighted in blue below, which are new to the year group, as part of a poetry or narrative unit. This is so that the pupils will be able to use these poetic techniques to enhance their descriptive writing.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Alliteration	Alliteration Similes	Alliteration Similes (wider range)	Alliteration Similes Onomatopoeia	Alliteration Similes Onomatopoeia Personification	Alliteration Similes Onomatopoeia Personification Repetition Metaphors

Colon
Semi-colon
Bullet Points

Holbrook Grammar Progression						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WORD	Letter Word Singular Plural Suffix Prefix	Suffix Prefix	Suffix Prefix Consonant Vowel	Suffix Prefix Consonant Vowel Plural Possessive	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive Synonyms Antonyms Subject Object
SENTENCE	Coordinating conjunctions: and	Coordinating conjunctions: or, and, but Subordinating conjunctions: when, if, that, because	Conjunctions: when, before, after, while, so, because Clause Subordinate clause	Conjunctions: when, before, after, while, so, because Clause Subordinate clause	Conjunctions: when, before, after, while, so, because Clause Subordinate clause Relative clauses beginning with: who, which where, when, whose, that Relative pronoun	Conjunctions: when, before, after, while, so, because Clause Subordinate clause Relative clauses beginning with: who, which where, when, whose, that Relative pronoun Passive and active voice Subjunctive forms
TENSE		Present simple Past simple Present progressive Past progressive	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect Past perfect	Present simple Past simple Present progressive Past progressive Present perfect Past perfect
SENTENCE TYPES		Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation
WORD TYPES		Noun Expanded noun phrases (with adjectives) Adjectives	Noun Expanded noun phrases (with adjectives) Adjectives	Noun Expanded noun phrases (with adjectives and prepositions)	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb

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		<p>Verb Adverbs</p>	<p>Verb Adverbs Prepositions</p>	<p>Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners</p>	<p>Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners Adverbs for possibility Adverbials of time, place and number Modal verbs</p>	<p>Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners Adverbs for possibility Adverbials of time, place and number Adverbials for cohesion Modal verbs</p>
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Spelling Progression				
YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Adding the suffix -ment	The short <i>i</i> sound spelt with the letter y	The short <i>u</i> sound spelt ou	Words ending in shus spelt -cious	Words ending in -ible and -able
Adding the suffix -ness (<i>adding to a root word with no change to the root word</i>). -ness (<i>swapping y to i</i>).	Adding the prefixes dis- and in-	Adding the prefix mis-	Words ending in shus spelt -tious	Adding suffixes beginning with a vowel
Adding the suffix -ful	Adding the prefix im- to root words beginning with m or p	Adding the prefix auto-	Words ending in shul spelt -cial or -tial	Hyphens
Adding the suffix -less	Adding the prefix re-	Adding the prefix inter-	Words ending in -ent	The spellings ei and ie
Adding the suffix -ly	Adding the prefix anti-	Adding il- and revising un- , in- , mis- and dis	Words ending in -ence	Words containing the letter-string ough
The <i>j</i> sound.	Adding the prefix super-	Adding ir- to words beginning with r	Words ending in -ant , -ance and -ancy	Silent letters (<i>silent k, g, l, n</i>)
Soft c .	Adding the prefix sub-	Adding the suffix -ly (<i>to adjectives to form adverbs</i>)	Words ending in -ible	Homophones
The <i>n</i> sound spelt kn and gn .	Adding -ation to verbs to form nouns	Words ending in zhuh spelt -sure	Words ending in -able	Years 5 and 6 word list
The <i>r</i> sound spelt wr .	Adding the suffix -ly (<i>to adjectives to form adverbs</i>)	Words ending in zhun spelt -sion	Words ending in -ibly and -ably	
Words ending in -le .	Words ending in -ture	Words ending in -ous	The ee sound spelt ei	
Words ending in -el .	Adding the suffix -ous	Adding the prefix super-	Words that contain the letter-string ough	
Words ending in -al .	Adding the suffix -ion (<i>to root words ending in t or te</i>)	Adding the prefix sub-	Words with silent letter b	
Words ending in -il	Adding the suffix -ian (<i>to root words ending in c or cs</i>)	The c sound spelt -que and the g sound spelt -gue	Words with silent letter t	
Words where s makes the zh sound.	Words with the c sound spelt ch	Words with the s sound spelt sc	Homophones	
The igh sound spelt y	Words with the sh sound spelt ch	Words with the ay sound spelt ei , eigh , ey	Years 5 and 6 word list	
Adding the suffix -es (<i>where the root word ends in y</i>).	Homophones	Possessive apostrophes with plural words		
Adding the suffix -ed (<i>swapping y for i</i>). Adding the suffix -ed (<i>dropping e to add -ed</i>)	Years 3 and 4 word list	Homophones		

<p>Adding the suffixes -er or -est (swapping y for i).</p> <p>Adding the suffixes -er or -est (words where no change is needed; words ending in e).</p> <p>Adding the suffixes -er or -est (doubling consonant, where the root word ends in short vowel plus consonant).</p>		Years 3 and 4 word list		
<p>Adding the suffix -y (to words ending in e).</p> <p>Adding the suffix -y (to words ending in a short vowel and a consonant).</p>				
<p>Adding the suffix -ing (to words ending in e or ie).</p> <p>Adding the suffix -ing (to words ending in a short vowel and a consonant).</p>				
<p>The or sound spelt a before l and ll.</p>				
<p>The u sound spelt o, and the or sound spelt ar after w.</p>				
<p>The ee sound spelt ey.</p>				
<p>The o sound spelt a after w and qu.</p>				
<p>The ir sound spelt or after w.</p>				
<p>The u sound spelt o, and the or sound spelt ar after w.</p>				
<p>Words ending in -il and words where s makes the zh sound.</p>				
<p>Words ending in -tion.</p>				
<p>Homophones</p>				
<p>Possessive apostrophes</p>				
<p>Contractions and apostrophes</p>				
<p>Common exception words for Year 2</p>				

