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| Lawley Primary SchoolLawley Primary School  Year 4 English Long-Term Overview | | | | |
| Text | Week | Reading comprehension question focus | Learning focus | Genre for writing opportunity |
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| The Mayflower Stowaways | 1 | **Fact retrieval**  Write on the line | Punctuation focus: Capital letters | Retell |
| 2 | **Fact retrieval**  Tick One | Punctuation focus: Full stops | Setting description – first person |
| 3 | **Fact retrieval**  Write on the line  Tick one | Punctuation focus: Consolidation of full stop placement | Non-chronological report  Title (pupil developed) and subheadings |
| 4 | **Fact retrieval**  Tick one or two… | Punctuation focus: Speech | Character description |
| 5 | **Fact retrieval**  Write on the line  Tick One  Tick one or two… | Punctuation focus: Apostrophes for contraction and singular possession | Poetry Haiku |
| 6 | Own story | | |
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| The Thought Snatcher | 1 | **Fact retrieval**  Give two answers presented in a chart | FA for manner with a single adverb/simple phrase. | Persuasion |
| 2 | **Fact retrieval**  Write on the line  Tick One  Tick one or two…  Give two answers presented in a chart | Development of description using expanded noun phrases using ‘with’. | Character description |
| 3 | **Fact retrieval**  True or false (table) | FA for time with a single adverb/simple phrase. | Own story - Prediction |
| 4 | **Fact retrieval**  Write on the line  Tick One  Tick one or two…  Give two answers presented in a chart  True or false | Speech – reporting clause at the end | Setting description with speech |
| 5 | **Fact retrieval**  Draw lines to show | List sentences | Setting description |
| 6 | Headstart | Retell | |
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| The Stolen Bracelets | 1 | **Fact retrieval**  Tick One or multiple answers | Editing for repeated conjunctions | Non-chronological report  Paragraphing for topic within a subheading |
| 2 | **Fact retrieval**  True or false | Use of coordinating conjunctions | Non-chronological report  Introduction using the 5 Ws. Include questions in the introduction. |
| 3 | **Fact retrieval**  More than one answer  Give two ways…Give three ways… | Fronted adverbials for time and manner | Retell |
| 4 | **Fact retrieval**  True or false  More than one answer  Give two ways…Give three ways… | Using expanded noun phrases ‘with’ | Own story - prediction |
| 5 | **Fact retrieval**  Write on the line  Tick One  Tick one or two…  Give two answers presented in a chart  True or false | Reporting clause at the start of speech |  |
| 6 | Non-chronological report – The Romans | | |
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| The River King | 1 | **Word meaning**  Explain on the line what it means | Subordinating conjunctions | Non-Chronological report consolidation |
| 2 | **Word meaning**  Tick one/circle one | Paragraphs for place | Setting description |
| 3 | **Fact retrieval**  Circle one/Write on the line | Paragraphs for time | Own Story |
| 4 | **Inference**  Write on the line  Give an answer with evidence from the text. | Verb openers  Running into the school, the boy threw his bag towards the lockers. | Retell - Letter |
| 5 | **Word meaning/Fact retrieval/Inference**  Write on the line  Tick one/Circle one | Speech – reporting clauses at beginning and end | Character description |
| 6 | Headstart | Own Story – The River Queen | |
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| The Last Days of Pompeii | 1 | **Fact retrieval**  Write on the line  Tick One/Circle one  Tick one or two…  Give two answers presented in a chart  True or false | Subordinating conjunctions even though, although, until, whenever as sentence openers. | Poetry - Cinquain |
| 2 | **Word Meaning**  Find and copy one word | Consolidation of verb person openers with additional adjectives. | Setting description |
| 3 | **Word Meaning / Fact retrieval**  Find and copy one word  Give two answers presented in a chart  True or false | Expanded noun phrases – determiner focus | Character description |
| 4 | **Inference**  Tick one or multiple options | To develop reporting clauses to show actions with the subordinating conjunction ‘as’.  Consolidation of speech with reporting clause before and after including a new paragraph for a new speaker. | Own story |
| 5 | **Inference**  Write on the line  Give an answer with evidence from the text.  Tick one or multiple options | To develop reporting clauses to show actions using an ‘ing’ verb. E.g., said Rachel, typing furiously on her wet laptop.  Consolidate paragraphing for time, place and for new speaker. | Retell |
| 6 | Instructions – c/c Geography: How to make an erupting volcano. | | |
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| Truth or Dare | 1 | **Fact retrieval**  Write on the line  Tick One/Circle one  Tick one or two…  Give two answers presented in a chart  True or false | Starter: Yet  Prepositional phrases as openers including similes and adjectives– description of setting with relation to surroundings. | Setting Description |
| 2 | **Inference**  More than one answer  Give two ways…Give three ways… | Consolidation of speech with reporting clause before and after including a new paragraph for a new speaker- to convey character including actions (develop reporting clauses) | Character Description |
| 3 | **Fact retrieval/ Inference/ Word Meaning**  \*Find and copy one word  Write on the line  Tick One/Circle one  Tick one or two…  Give two answers presented in a chart  True or false | A pair of related adjectives (e.g. Exhausted and worried, they did not know how much further they had to go.) | Retell |
| 4 | **Fact retrieval/ Inference/ Word Meaning**  \*Find and copy one word  Write on the line  Tick One/Circle one  Tick one or two…  Give two answers presented in a chart  True or false | Big Write plan |  |
| 5 | Headstart | Own Story |  |