

NAME St Matthews Federation English Curriculum			
Year: Y4	Term: Spring 1		
Reading for enjoyment	The Wild Robot by Peter Brown	Purpose of the text	Chosen because: • A less familiar author • Empathy • There are other books in the series to encourage independent reading Chosen now because: • The writing style reflects many of the writing effects we are going to include in our writing • Reference to a forest which we will use in our writing • Setting description
Reading	The Tunnel Anthony Browne		
Writing tasks	Setting description creating an atmosphere Character description Narrative	Assessment	Setting description Character description Narrative
SEND	Paired with a more able reader Speech to text Small group guided work Visual prompts for tier 2 vocabulary Adult scribe Task broken down into small steps	Common errors & misconceptions	Setting description - only using the sense of sight Vague or general descriptions Overuse of adjectives instead of effective verbs Overlong sentences with too many conjunctions Non-deliberate repetition Forgetting the purpose - adding too many irrelevant details Character descriptions - just describing appearance without linking to personality traits Too many irrelevant details

			Not organising details into paragraphs Too much telling not enough 'showing' of character Narrative - lack of structure Weak setting description or introduction of characters Over use of 'and then' Underdeveloped characters Overuse of dialogue Story lacks a clear plot Inconsistent use of tense Too simple vocabulary or over-complicated vocabulary without understanding of the meaning
Key vocabulary	The Wild Robot - Tier 2 vocabulary - limbs, torso, cautiously, swatted, absorbing, restrained, galloped, stance, snagged, unison The Tunnel - Tier 2 - mysterious, terrifying, dismal, reluctant, obscured, disturbing Terminology for pupils - fronted adverbial, pronoun, determiner, suffix		
Grammar	Recap adjectives and noun phrases Recap verbs - choose for effect Recap past progressive verb forms Use of similes, metaphors and personification Adverbials To know how conjunctions can be used instead of full stops to create compound and complex sentences Use paragraphs to organise ideas around a theme Use a range of pronouns or nouns to avoid repetition and aid cohesion across sentences		
Punctuation	Commas after fronted adverbials Capital letters and end punctuation Inverted commas and other punctuation for direct speech with the reporting clause before the speech		
Spellings	Syllable division ee sound spelt y J sound at the end of words L sound spelt le Adding suffixes after a y Less, ment, ful, ness suffixes		

