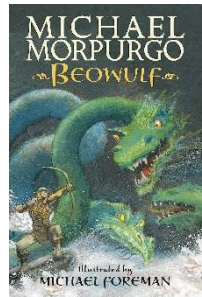


Mansbridge Primary English Map

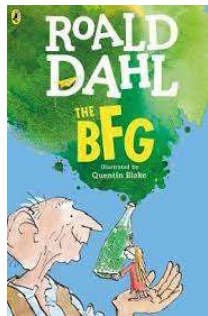
Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - 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 - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination					
	•drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •identifying how language, structure, and presentation contribute to meaning •predicting what might happen from details •identifying themes and conventions in a wide range of books •recognising some different forms of poetry •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	•recognising some different forms of poetry •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action •predicting what might happen from details •drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction	•recognising some different forms of poetry •drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction	•identifying themes and conventions in a wide range of books •drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •predicting what might happen from details stated and implied •identifying main ideas drawn from more than 1 paragraph and summarising these •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction	•drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •predicting what might happen from details stated and implied •identifying main ideas drawn from more than 1 paragraph and summarising these •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action •recognising some different forms of poetry [for example, free verse, narrative poetry]	

Year 4

Autumn 1

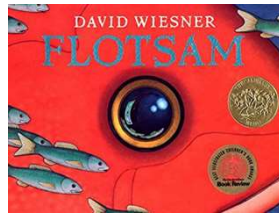


Beowulf
Michael Morpurgo

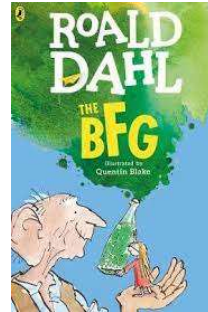


The BFG
Roald Dahl

Autumn 2

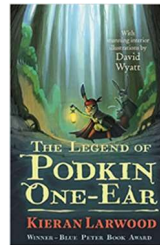


Flotsam
David Wiesner



The BFG
Roald Dahl

Spring 1



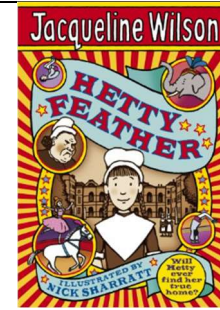
The Legend of Podkin
One-Ear
Kieran Larwood

Spring 2



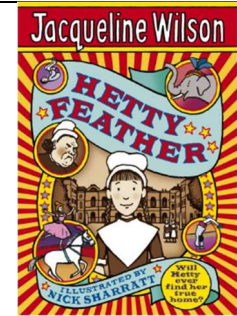
How to Train your
Dragon
Cressida Cowell

Summer 1



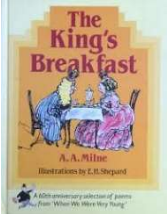
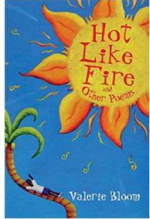
Hetty Feather Jacqueline
Wilson

Summer 2



Hetty Feather
Jacqueline Wilson

English: Key Texts

Key Vocabulary	<u>Beowulf</u> Descendants (noun) Reprieve (noun) Barricade (noun) Plague (verb) Banish (verb) Gluttonous (adj) Vengeful (adj) Loathsome (adj)	<u>The BFG</u> Patriotism (noun) Composure (noun) Anguish (noun) Fiasco (noun) Desolate (adj) Contemptuous (adj) Exasperated (adj) Modest (adj) <u>Flotsam</u> Flotsam (noun) Jetsam (noun) Stumble (verb) Barnacle (noun) Encrusted (adj) Inspect (verb) Scrutinise (verb) Mechanical (adj)	<u>Podkin One Ear</u> Warren (noun) Horizon (noun) Replica (noun) Diversion (noun) Trudge (verb) Burly (adj) Inquisitive (adj) Witless (adj)	<u>How to train your Dragon</u> Chariot (noun) Initiation (noun) Fortifications (noun) Exile (verb) Mimic (verb) Bluster (verb) Claustrophobic (adj) Barbaric (adj)	<u>Hetty Feather</u> Institution (noun) Provoke (verb) Embellish (verb) Chastise (verb) Mortified (adj) Disconcerted (adj) Monotonous (adj) Persistently (adv)	
Additional Texts	 Poetry: The Kings Breakfast A.A. Milne	 Poetry: 'I Asked the River' Valerie Bloom Explanation Texts – Water Cycle		 Poetry: Evidence of Dragons Pie Corbett	Biography of a historical figure - Thomas Barnardo	

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Outcomes	<u>Narrative writing – own scene based on a heroic character defeating a monstrous beast</u> Audience: KS2 children Purpose: to entertain <u>Newspaper Report - Sutton Hoo</u> Audience: adults Purpose: to inform	<u>1st Person narrative for ‘Flotsam’</u> Audience: year 3 Purpose: to entertain <u>Water Cycle Explanation Text</u> Audience: Visitors to science museum Purpose: To inform	<u>Diary writing – in role as character from Podkin One-Ear</u> Audience: the writer Purpose: to inform <u>Narrative writing – additional scene for Podkin One Ear</u> Purpose: To entertain readers Audience: Year 4	<u>Fact File - dragons</u> Audience: KS2 Children Purpose: To entertain <u>Persuasive letter between characters in How to Train your Dragon</u> Audience: The chief/father Purpose: To persuade	<u>Biography – Dr Barnardo</u> Audience: KS2 readers Purpose: to inform <u>Leaflet about Victorian jobs/life</u> Audience: next year’s year 4 Purpose: to inform Context: Fact fie	<u>Informal Letters between foundlings and family members</u> Audience: families Purpose: To persuade <u>Additional scene for Hetty Feather (circus)</u> Audience: peers Purpose: To entertain

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Skills:	- plan their writing by discussing similar writing and discussing and recording ideas -draft and write by composing and rehearsing sentences orally building a varied and rich vocabulary and an increasing range of sentence structures -evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements and 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 -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Spellings -use further prefixes and suffixes and understand how to add them -spell further homophones -spell words that are often misspelt -use the first 2 or 3 letters of a word to check its spelling in a dictionary -write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Handwriting -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined -increase the legibility, consistency and quality of their handwriting					
	<u>Narrative of defeating a beast</u> Recap: A /an Accurate demarcation of simple sentences -Expanded noun phrases -Using varied vocabulary to show excitement -To use range of subordinating conjunctions <u>Sutton Hoo Newspaper</u> -using the present perfect form of verbs in contrast to the past tense - showing increase understanding of standard and non standard English	<u>1st Person narrative for Flotsam Story</u> -Using and punctuating direct speech - Prepositional phrases - using conjunctions, adverbs and prepositions to express time and cause <u>Water Cycle Explanation Text</u> -using simple organisational devices [for example, headings and sub-headings] -Subordinate clauses -To use a range of punctuation	<u>Diary writing in role as a character</u> - To show feelings by using descriptions of actions and senses - To use conjunctions, adverbs and prepositions to show time and cause - Maintaining past tense - Using appropriate pronouns <u>Podkin One-Ear: Escape from the Gorm</u> - Use of figurative language (Similes/ Personification) -Consistent past tense -Apostrophe for singular possession	<u>HTTYD Dragon Fact File</u> -I can use expanded noun phrases (with modifiers/prepositional phrases) - To use a wider range of conjunctions to extend sentences (when, if, because, although) -using simple organisational devices [for example, headings and sub-headings] <u>HTTYD Persuasive Letter</u> -use plural possessive apostrophe accurately -Use fronted adverbials - Showing increase understanding of	<u>Dr Barnardo Biography</u> -organising paragraphs around a theme -using simple organisational devices [for example, headings and sub-headings] -use a/an accurately <u>Leaflet about Victorian jobs/life</u> -organising paragraphs around a theme -using conjunctions, adverbs and prepositions to express time and cause - showing increase understanding of standard and non standard English	<u>Scene from Hetty Feather</u> - Using and punctuating direct speech to move the story on - extending the range of sentences with more than one clause by using a wider range of conjunctions - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <u>Informal Letters from Foundlings to family back home</u> - use plural possessive apostrophe accurately -Using the present perfect form of verbs in contrast to the past tense -Use fronted adverbials with commas

	-using simple organisational devices [for example, headings and sub-headings]	- Use of fitting openings and endings sometimes linked		standard and non-standard English -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		
--	---	--	--	---	--	--