

## English Key Objectives

Y4	Narrative	Non Narrative	Poetry
<b>Aut 1:1</b>	<p><b>Narrative Settings:</b></p> <ul style="list-style-type: none"> <li>- Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- Listen to and discuss a wide range of fiction actively engaging in discussion.</li> <li>- Identify main ideas drawn from more than one paragraph and summarising these. Understands how a range of punctuation is used to give reading more meaning.</li> </ul>	<p><b>Biography:</b></p> <ul style="list-style-type: none"> <li>- Discussing and recording their ideas in different ways.</li> <li>- Organising writing into paragraphs around a theme.</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition</li> <li>- Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion.</li> <li>- Identify themes and conventions in a wide range of books.</li> <li>- Identify how language, structure, and presentation contribute to meaning.</li> </ul>	<p><b>Poems on a Theme:</b></p> <ul style="list-style-type: none"> <li>- Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- Assessing the effectiveness of their own writing and others' writing and suggesting improvements.</li> <li>- Listen to and discuss a wide range of poetry actively engaging in discussion.</li> <li>- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>- Continue to recognise some different forms of poetry (e.g. free verse, narrative poetry)</li> <li>- 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.</li> </ul>
<b>Aut 1:2</b>	<p><b>Play scripts:</b></p> <ul style="list-style-type: none"> <li>- Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.</li> <li>- Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- To use more specific and accurate punctuation within speech sentences</li> <li>- Listen to and discuss a wide range of plays actively engaging in discussion. Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>- 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.</li> <li>- Can use appropriate voices for characters and adopt a story-telling voice when needed.</li> </ul>	<p><b>Reports:</b></p> <ul style="list-style-type: none"> <li>- In non-narrative, using simple organisational devices such as headings/subheadings. Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.</li> <li>- Organising writing into paragraphs around a theme. Use of reported speech as well as direct speech.</li> <li>- Use of more specific and accurate punctuation within speech sentences: comma after the reported clause</li> <li>- Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion.</li> <li>- Discuss words and phrases that capture the reader's interest and imagination.</li> <li>- Identify how language, structure, and presentation contribute to meaning.</li> </ul>	<p><b>Modern Performances:</b></p> <ul style="list-style-type: none"> <li>- Discussing and recording their ideas in different ways.</li> <li>- Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences.</li> <li>- Assessing the effectiveness of their own writing and others' writing and suggesting improvements.</li> <li>- Listen to and discuss a wide range of poetry actively engaging in discussion.</li> <li>- Discuss words and phrases that capture the reader's interest and imagination.</li> <li>- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
<b>Spr 2:1</b>	<p><b>Traditional Tales:</b></p> <ul style="list-style-type: none"> <li>- In narratives, creating settings, characters and plot.</li> <li>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- Assessing the effectiveness of their own writing and others' writing and suggesting improvements.</li> <li>- Use of commas after frontal adverbials</li> <li>- Listen to and discuss a wide range of fiction actively engaging in discussion.</li> <li>- Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally.</li> <li>- Identify themes and conventions in a wide range of books</li> <li>- Can use appropriate voices for characters and adopt a story-telling voice when needed.</li> </ul>	<p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>- In non-narrative, using simple organisational devices such as headings/subheadings.</li> <li>- Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.</li> <li>- Organising writing into paragraphs around a theme. Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition</li> <li>- Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion. Identify themes and conventions in a wide range of books. Retrieve and record information from non-fiction, beginning to use notes.</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>- Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- In narratives, creating settings, characters and plot.</li> <li>- Use of adjectives, nouns and prepositional phrases to explain noun phrases</li> <li>- Listen to and discuss a wide range of poetry actively engaging in discussion.</li> <li>- Continue to recognise some different forms of poetry (e.g. free verse, narrative poetry)</li> <li>- Identify &amp; discuss how author's use of language affects a reader (verbs, adverbs and adjectives).</li> </ul>
<b>Spr 2:2</b>	<p><b>Stories from Other Cultures:</b></p> <ul style="list-style-type: none"> <li>- In narratives, creating settings, characters and plot.</li> <li>- Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- Listen to and discuss a wide range of fiction actively engaging in discussion.</li> <li>- Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally</li> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<p><b>Letter Writing:</b></p> <ul style="list-style-type: none"> <li>- In non-narrative, using simple organisational devices</li> <li>- Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.</li> <li>- Begin to give well-structured descriptions and explanations for different purposes, including for expressing feelings.</li> <li>- Begin to select and use appropriate registers for effective communication.</li> <li>- Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion.</li> <li>- Identify how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction, beginning to use notes.</li> </ul>	<p><b>Significant Children's Poets:</b></p> <ul style="list-style-type: none"> <li>- Discussing and recording their ideas in different ways. Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences.</li> <li>- Listen to and discuss a wide range of poetry actively engaging in discussion. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>- Identify &amp; discuss how author's use of language affects a reader (verbs, adverbs and adjectives).</li> </ul>
<b>Sum 3:1</b>	<p><b>Narrative Storyline:</b></p> <ul style="list-style-type: none"> <li>- In narratives create plot.</li> <li>- Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- Use of commas after frontal adverbials</li> <li>- Listen to and discuss a wide range of fiction actively engaging in discussion.</li> <li>- Identify &amp; discuss how author's use of language affects a reader (verbs, adverbs and adjectives).</li> </ul>	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>- In non-narrative, using simple organisational devices such as headings/subheadings.</li> <li>- Begin to select and use appropriate registers for effective communication.</li> <li>- Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence</li> <li>- Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion. Identify themes and conventions in a wide range of books.</li> <li>- Identify how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction, beginning to use notes.</li> </ul>	<p><b>Riddles and Humorous Verse:</b></p> <ul style="list-style-type: none"> <li>- Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.</li> <li>- Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- Assessing the effectiveness of their own writing and others' writing and suggesting improvements.</li> <li>- Listen to and discuss a wide range of poetry actively engaging in discussion. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>- Continue to recognise some different forms of poetry (e.g. free verse, narrative poetry)</li> </ul>
<b>Sum 3:2</b>	<p><b>Adventure Stories:</b></p> <ul style="list-style-type: none"> <li>- In narratives, creating settings, characters and plot. Discussing and recording their ideas in different ways.</li> <li>- Assessing the effectiveness of their own writing and others' writing and suggesting improvements.</li> <li>- Listen to and discuss a wide range of fiction actively engaging in discussion. Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally.</li> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- Can use appropriate voices for characters and adopt a story-telling voice when needed.</li> </ul>	<p><b>Recount:</b></p> <ul style="list-style-type: none"> <li>- In non-narrative, using simple organisational devices</li> <li>- Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.</li> <li>- Organising writing into paragraphs around a theme.</li> <li>- Use of reported speech as well as direct speech.</li> <li>- Use of more specific and accurate punctuation within speech sentences: comma after the reported clause</li> <li>- Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion.</li> </ul>	<p><b>Classic Poetry Performances :</b></p> <ul style="list-style-type: none"> <li>- Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences.</li> <li>- Listen to and discuss a wide range of poetry actively engaging in discussion.</li> <li>- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>- Discuss words and phrases that capture the reader's interest and imagination.</li> </ul>