



St. Mary's Junior Academy: English Overview, Y4 (SPAG) (Reading) (Writing)

	Monday	Tuesday	Wednesday	Thursday	Friday	Text used	Writing outcome	
A1	POR 1+2 prediction and role on the wall	POR 3 diary model text opening as Fern learn	POR 5 role on the wall – shared write diary as Wilbur	Story map so far to end of chapter 4 – POR 6 emotion grids	POR 7 role play (not research non chron) Chapter 5	Charlotte's Web by E.B White	Narrative in diary form	
A2	POR 8 Chapter 6 comp tell me Read ch 7-12 at end of day	Shared writing - SPAG speech accurately punctuated	SPAG – speech – verbs and adverb choices – synonyms for said	Shared writing – focus SPAG Actions used to show character	POR 15+16 story mapping writing spag focus – we were agreement commas in a list power of 3			
A3	SPAG – adverbials recap	Recap model text told as diary by Fern – plan diary for Wilbur's day at the fair	Write diary entries as Wilbur	Complete diary as Wilbur	Review, improve, perform			
A4	Learn model text of explanation life cycle of spider – box up - tadpole	Tell me – comp on model text	Video and notes for flowering plant Vocab focus from model text and notes about flowers	Shared writing – spag Present tense – innovation for flowering plant	Continue innovation shared writing for flowering plant SPAG brackets for clarity of tier 3 language			Explanation text – life cycles of animals / flowering plants ?
A5	Read The Hungry Caterpillar – watch clips – have non fiction books on caterpillars and make notes / plan	Write explanation text first 2 paragraphs (hot task)	Write explanation text – next 2 paragraphs (hot task)	Write explanation text – last paragraph plus glossary of terms / headings / (hot task)	Review, improve, perform			
A6	Model text of Kennings for caterpillar – SPAG focus on verbs used	Shared write Kennings for flowering plant as innovation	POR 11 – clips and pictures of spiders spinning webs and language generator	Write own Kennings for spider (hot task)	Review, improve, perform			Kennings poetry – spider model
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)								
A7	POR 1 prediction	POR 2 character focus (not writing diary)	POR 5 conscious alley / hot seating POR 6 visualisation	POR 7 story mapping	POR 8 – spag focus effective adjectives to create mood (not poem)	Varjak Paw by S.F. Said and Dave McKean	Narrative from different view	
A8	POR 14 comprehension	POR 17 drama	Finish story and complete tell me grids	story map from model text of 250 words and 5 parts – box up	Tadpole – focus SPAG cohesive devices used in model text			
A9	POR 19 – different perspective	POR 20 – planning story from different character view	POR 21 writing story (based on model) but from different character view	POR 22 complete story	Review, improve, perform			
A10	POR 9 model text newspaper – box up	POR 10 - tadpole Headlines and witness statements focus – then drama for eye witness	POR 10 still writing direct speech from witness SPAG verb choices for how things are said	Shared writing – innovate model text headline and opening of report from a picture – write own from different picture – focus who what where when answered	Shared writing – innovate paragraph 2 and 3 with witness reports and further detail – drama act out different interviews	Newspaper report		
A11	Shared writing – innovate closing paragraph summing up and saying when or where to get more information	Pick different point in story to imagine a report for – act out to get witness statements – children to plan report	Write own news report – headline and opening for point in the story (hot task)	Complete news report (hot task)	Review, improve, perform			
A12	POR 8 – mood language – model text	Comp – tell me grids for selection of different poems that create different moods e.g. suspense / panic / fear / joy / anger	Tadpole words for suspense – SPAG focus empty words / power of 3 / time of day / adjectives	Have selection of pictures that show scenes to create an emotional response – brainstorm words / phrases then use to innovate original poem	Improve, review, perform	Poem – suspense / mood		
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)								
Sp1	POR 1 tell me comp and Role on the wall	POR 3 art visualisation	POR continue 3 with SPAG focus on noun and pronoun cohesion	POR 4 – gallery tell me conscious alley	POR 6 – only adding role on wall and discussing feelings	The Lion and the Unicorn and Other Hairy Tales by Jane Ray	Narrative in different role	
Sp2	POR 10 hot seating – spag focus questions	POR 15 role play	POR 16 tell me grids comp and POR 17 story mapping whole story	Learn model text of complete story in 5 parts and 250 words box up	Tadpole model text – spag focus - Modal verbs			

Sp3	Shared writing – model planning story from different perspective – innovate opening and build up	Plan and rehearse orally own version of model text from different perspective	Write own story from plans (hot task)	Complete story from plans (hot task)	Review, improve and perform.		
Sp4	POR 6 recap from previous – notes made on feelings drama	POR 7 model text of persuasive letter – tadpole possessive apostrophe plural noun	Tell me grids for letter	SBR – spag focus personal and direct words	Shared writing – innovate model text for prince		Persuasive letter
Sp5	Shared writing continue to innovate model text for prince	Plan own persuasive letters	Write own persuasive letters (hot task)	Continue own persuasive letters (hot task)	Review, improve and perform		
Sp6	POR 2 – model text and vocabulary POR section 5 lesson 1 poem to be shared	POR 2 – text mark poem and perform – others to perform Lion and the unicorn	Plan and generate language for own poem	Write own poem (hot task)	Review, improve, perform		Poem
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Sp7	POR 1 tell me	POR 2 perform	POR 3 comp	POR 4 planning poem and shared writing model	POR 5 write and perform own poem	Werewolf Club Rules by Joseph Coelho, illustrated by John O’Leary	Poetry – school focus
Sp8	POR 6 visualisation – SPAG – dictionary focus work	POR 7 shared writing – innovate poem	POR 8 characterisation	POR 9 emotive language SPAG focus	POR 10 write own poem and perform		Poetry – emotions focus
Sp9	POR 11 vocab focus and performance	POR 12 – SPAG focus figurative language	POR 13 art visualisation and comparison	Using images from nature create own free verse poems using figurative language (hot task)	POR 19 +20 reflect		Poetry – nature focus
Sp10	Model text biography Joseph Coelho Box up	Tadpole focus spag tenses – if person is alive present – dead past – convert different sections of different biographies - recap present perfect verb forms	Tadpole – SPAG focus chronology and cohesive devices	Comp – read a variety of poet biographies and complete tell me boxes	Shared writing – model researching a poet – making notes – ordering ideas – deciding what is interesting and useful		Biography of poet
Sp11	Shared write – innovate biography for JC to one researched in previous lesson	Research favourite poet – reflect on poets and poems from previous years	Write biography (hot task)	Complete biography (hot task)	Review, improve, perform		
Sp12	Listen to Duelling Duo poem and then read model text of critique – box up	Tadpole critique - SPAG focus – homophones linked to poem Duelling Duo	Listen to The Watchers poem – shared writing – innovate model critique for this poem	Listen to If all the world were paper write critique (hot task)	Review, improve, perform		Review / critique of poetry?
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Su1	POR 1 role on the wall – responding to illustration	POR 2 – responses to word types – ranging emotional responses	POR 3 – reflections of character behaviour	POR 4-5 responses to reports and text map transcript – not writing own script	POR 7 SPAG Fact and opinion focus – do session but not own poster – instead determine sentences as fact or opinion	The Boy at the Back of the Class by Onjali Q. Rauf	News report script
Su2	POR 8 selflessness – fact v misconceptions	Continue POR 8 and 9 but creating own headlines – focus on bias	POR 10 just questions SPAG focus questions and then POR 11 sphere of influence	POR 16 – reflections of different situations – not writing policy	POR 17+18 refugee focus – not picture book		
Su3	POR 19 + 20 debate	POR 23 emotion tracking	POR 24 characterisation	POR 25 – introducing news reports – from examples box up	POR 26– Tadpole - language of news reports – fact opinion speculation		
Su4	POR 29-30 end of book reflections – revise role on walls – interview characters – capture eye witness quotes for different parts of the story	Shared writing – innovate a news report from 26 for a point in the story for school newspaper – include direct speech from eye witness report	Write own news report from different point in the story (hot task)	Finish news report (hot task)	Review, improve, perform		
Su5	Learn model text – box up – tadpole - vocab	Shared writing – innovate	Plan and then order ideas / continue research for non-chronological report on refugees	Write non chron on refugees (hot task)	Reflect, improve, perform		Non-chronological report – fact sheet on refugees
Su6	POR 2 – reflect on this previously taught session and	POR 11 reflect poems comp tell me grids	POR 12 on SPAG focus of figurative language	POR 13 write own poem (hot task) Free verse	POR 13 reflections and art instillation		Poetry – shape – through their

	then discuss poetry aspect						eyes -reflections of
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Su7	POR 1 and 2 Listening to a setting and drawing annotating – Rainforests - ask what they already know / want to know / where i might find it – watch clips	POR 3 Read full story Listen to clip describing the rainforest – pick out key words and phrases Use model text of poem from POR3 Vocabulary explore	POR 4 likes dislikes patterns puzzles Reread full story Have copy of pictures only – annotate with words to create emotions and stimulate senses Shared writing – use to create own Rainforest poem Share For Forest – Grace Nichols	Reread full story – give a copy of text only – model blacking out the words to leave powerful language only – children to continue and then select from these to create own poem – hot task	Edit, improve and review. Perform own creations with music and sound effects – evaluate performances and decide the emotions stirred – was this desired effect?	The Kapok Tree By Lynne Cherry	Blackout – cut out poetry
Su8	POR 8 Learn model text – should logging take place? Conscience alley – reasons for / against – make decision and write own opinion Concept map of why trees are cut down v the story	Vocabulary – ancestors / pollination etc.	Language and text features - sequence and identify – focus on formal tone Tenses – past present future progressive perfect	Commas to clarify meaning – brackets for specific scientific words explained	Persuasive language – personal emotive evaluative		Discussion text – climate change
Su9	Shared write plan and adapt model text for Should fossil fuels continue to be used?	Shared write continued – drama – freeze frame – hot seat	Plan and begin to write own discussion text (hot task) own choice	Complete discussion text – (Hot task)	Edit, improve and review. Publish discussion text on school website / class book		
Su10	Read model text Francis Drake and the Golden Hind learn and research more about the time and the links to South America and story of The Great Kapok Tree – likes dislikes puzzles patterns	Vocab – weathering erosion evolution Sequence The Spanish Armada to show evidence of chronology needed	Language and text features introduction chronological sequence use of conjunctions formal style past tense conclusion Fronted adverbials with commas to mark	Shared writing of openings of different historical events – Mary Rose / Titanic – how to give overview and hint at things to come NLS lesson 2	Shared writing – summarising each paragraph – showing the plan – focus on use of time for chronology – use model text – paragraphs focus		Historical recount Francis Drake and the Golden Hind (NLS Unit 3 Y5) – link to south America
Su11	Shared writing – cohesion across paragraphs with repeated nouns in first sentences	Shared writing – cohesion within paragraphs with use of pronouns or synonyms	Cohesion within and across paragraphs through use of precise nouns, verbs, adjectives	SBW – own individual targets	SBW – own individual targets		
Su12	Note making from research on computers / books – model use of bullet points to be easy access to information and colour coding for paragraphs	Plan own independent task based on known historical event	Write own historical recount (hot task - can be own choice or linked to area covered in history)	Complete historical recount (hot task)	Edit, improve and review. Publish – reading allowed with expression as if story telling in the past (not with text in front of them)		