

Subject Theme Overview

Year 4

Charlton Kings Junior School



Subject	English	Term	Autumn
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What punctuation should I already know?
<ul style="list-style-type: none"> - that capital letters and full stops should be used consistently - that capital letters are used for proper nouns (ie. names) - that capital letters are needed for the personal pronoun 'I' - that apostrophes show contraction (where a letter is missed out, such as in the word <i>don't</i> → <i>do not</i>) - that apostrophes can also show possession (ie. belonging) (and use these for singular regular nouns, ie. <i>John's book</i>) - that question marks show a question, exclamation marks show an exclamation and how to use these correctly when writing - that commas are used between items in a list - that commas are needed after adverbs and prepositional phrases when they are used at the start of sentences - that inverted commas (ie. speech marks) are used to show direct speech, ie. when someone is speaking in a text

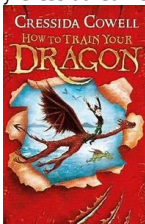
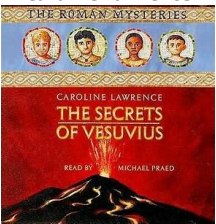
What punctuation will I know by the end of term?
<ul style="list-style-type: none"> - that capital letters and full stops should be used consistently - that capital letters are used for proper nouns (ie. names) - that capital letters are needed for the personal pronoun 'I' - that apostrophes show contraction and use these as needed - that apostrophes can also show possession (ie. belonging) and use these for singular regular nouns, ie. <i>John's book</i> - that question marks show a question, exclamation marks show an exclamation and use these correctly when writing - that commas are needed after adverbs and prepositional phrases when they are used at the start of sentences - that inverted commas (ie. speech marks) are used to show direct speech, ie. when someone is speaking in a text - that commas can be used alongside inverted commas to correctly punctuate speech, using these when needed

Writers' Knowledge to support me in writing my own texts
<ul style="list-style-type: none"> - Discuss writing similar to that which is going to be written in order to understand and learn from its structure, vocabulary and grammar - Discuss and record ideas using squiggle map or boxing it up planning formats - Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - Organising paragraphs around a theme or topic with different paragraphs showing a shift in time or to move the action forward - In narratives, create imaginative settings, characters and create a developed plot structure when writing - Integrate dialogue to move a story forward (with speech correctly demarcated and speaker stated) - In non-narratives, use headings and sub-headings to organise ideas

What grammar should I already know?
<ul style="list-style-type: none"> - that words can have different functions in a sentence e.g. noun, adjective, verb, adverb; what these mean and how they're used - that coordinating conjunctions can join two parts (<i>clauses</i>) of a sentence and how to use some of them (<i>and, but, or, so</i>) - that subordinating conjunctions link <i>clauses</i> and how to use the following: <i>if, when, because, before, after, while, once, so that</i> - how to distinguish between main and subordinate clauses - that clauses can be moved within a multi-clause sentence - that nouns/ pronouns should be chosen so that meaning is clear, with links where needed by choosing varied vocabulary - that adverbs of manner add detail to verbs and can be 'fronted' - that prepositions can express time and place and can also be used to start sentences in prepositional phrases - that expanded noun phrases (two well-matched adjectives and noun) give a much more detailed description about a noun - how to use: commands, exclamations, questions, statements - that there are three main tense structures: past, present and future tense, and how to use these correctly/consistently, including both the present and past progressive tenses

What grammar will I know by the end of term?
<ul style="list-style-type: none"> - how to identify the subject and verb within an active sentence (ie. when the subject is 'doing' the action) - how to use present, simple past, present and past progressive verb tenses (incl. most irregular forms) to show the difference in time when relating events in written pieces - how to use most coordinating conjunctions: <i>and, but, or, yet, so</i> - how to use increasing range of subordinating conjunctions: <i>if, since, as, when, although, while, after, before, until, because</i> - Extend the range of sentences with more than one clause by using a wider range of these conjunctions - how to choose nouns/ pronouns so that meaning is clear, with links where needed by choosing varied vocabulary - how to use adverbs and 'fronting' to the sentence start - how to use prepositions as part of a prepositional phrase to express time, also 'fronting' these to the sentence start - how to create expanded noun phrases with two well-matched adjectives to suit the noun they are describing - how to create and use verb inflections, ie. was/were, etc.

Key Vocabulary	
Noun	A noun names a person, place or thing. Test whether something is a noun by seeing whether a determiner in front of it makes sense. A noun can be common (refers to people or things in general) or proper (identifying a particular person, place or thing).
Adjective	An adjective gives more information about a noun, <i>the red ball</i>
Expanded Noun Phrase	A noun phrase has a noun as its key word which can be expanded by adding words before or after it, <i>the red, cricket ball by the fence</i>
Pronoun	A pronoun can be used instead of a noun. Using a pronoun avoids repeating the noun again and again, ie. <i>the ball rolled</i> → <i>it stopped</i>
Verb	A verb often names an action but it can also describe feelings or states, ie. <i>The bird pecks the apple. The bird is happy.</i>
Tense	The verb in a sentence shows the tense. It shows when something happens: present → happens now; past → something happened
Adverb	This gives more information (how, when, where or how often a thing happens) about a verb, adjective, another adverb or a clause.
Sentences	A sentence tells you something, asks you something, asks you to do something or exclaims about something. Sentences consist of one or more clauses. All sentences have a verb and a subject.
Clause	A clause has a verb as its key word. The other words add meaning to the verb. A main clause makes sense on its own and can be a sentence. A subordinate clause helps to give more meaning to a main clause and cannot exist on its own as a sentence.
Preposition	A preposition often shows place/direction as well as time/cause.
Conjunction	A conjunction links words or groups of words within a sentence.
Coordinating	- joins groups of words of the same importance in the sentence.
Subordinating	- introduces a subordinate clause, linking with a main clause.
Inverted commas	Inverted commas, or speech marks, show when people are actually speaking, ie. <i>"I'm beginning to understand," he said.</i>
Prefix	A prefix is a morpheme added to the beginning of a root word.
Suffix	A suffix is a morpheme can be added to the end of a root word.
Homophone	Homophones are words that have the same pronunciation but different meanings, origins or spelling.

Texts to be read and styles of writing to be explored during this term				
<p>The Dragon Machine by Helen Ward</p> 	<p>How to Train Your Dragon by Cressida Cowell</p> 	<p>Information texts about Ancient Rome</p> 	<p>Secrets of Vesuvius by Caroline Lawrence</p> 	<p>The Bear Who Had Never Seen Christmas</p> 