





What's happening this half term:		Year 4 Autumn Term 2 English		Year 4 National Curriculum content																									
<p><b>Float – A Picture Book: Postcards and letters</b></p> <ul style="list-style-type: none"> <li>-Read and respond to a letter chain</li> <li>-Identify the difference between formal and informal language.</li> <li>-Create expanded noun phrases to describe features of different surroundings</li> <li>-Research sights that could be seen whilst on a water journey.</li> <li>-Write in first person.</li> <li>-Use contracted words and non-standard English.</li> </ul> <p><b>Joe's Hooded Hawk – Narrative</b></p> <ul style="list-style-type: none"> <li>-Identify the different parts of a narrative through illustration.</li> <li>-Create a poster to highlight the key message of their story</li> <li>-Use prepositional phrases and relative clauses.</li> <li>-Use a thesaurus to look for synonyms to up-level writing.</li> <li>-Use direct speech, inverted commas and bubbles to plan narrative.</li> <li>-Create own warning narrative of a danger that they are trying to warn other children about.</li> </ul> <p><b>Down the River - Poetry</b></p> <ul style="list-style-type: none"> <li>-Use a range of figurative devices to describe the river – metaphor, personification, simile</li> <li>- Use expanded noun phrases for description.</li> <li>-Use progressive verb forms</li> <li><i>-Pupils will be encouraged to proof-read and edit their own work as well as their peers, often.</i></li> </ul>				<p><b>Word</b></p> <ul style="list-style-type: none"> <li>• The grammatical difference between <b>plural</b> and <b>possessive</b> –s;</li> <li>• Standard English forms for verb inflections; (e.g. <i>we were</i> instead of <i>we was</i>)</li> </ul>																									
				<p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>• Noun phrases expanded by the addition of modifying adjectives and preposition phrases (e.g. <i>the woman</i> expanded to <i>the tall white-haired woman in the red tunic</i>).</li> <li>• <b>Fronted adverbials</b> (e.g. <i>Later that day,</i>)</li> </ul>																									
		<p><b>Text</b></p> <ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme.</li> <li>• Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across sentences to aid <b>cohesion</b> and avoid repetition.</li> </ul>		<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use of inverted commas and other <b>punctuation</b> to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted comas.)</li> <li>• <b>Apostrophes</b> to mark plural possession (e.g. <i>the girl's name, the girls' names</i>)</li> <li>• Use of commas after <b>fronted adverbials</b>.</li> </ul>																									
		<p><b>Some words to learn to spell this half term:</b></p> <table border="1"> <tr> <td>Climate</td> <td>Moral</td> <td>Devise</td> </tr> <tr> <td>Country</td> <td>Warning</td> <td>Influence</td> </tr> <tr> <td>Vegetation</td> <td>Haughtily</td> <td>Manufacturer</td> </tr> <tr> <td>Address</td> <td>Precaution</td> <td>Pioneering</td> </tr> <tr> <td>Calendar</td> <td>hazardous</td> <td>Programming</td> </tr> <tr> <td>Favourite</td> <td>Accidentally</td> <td>Believe</td> </tr> <tr> <td>Interest</td> <td>Breathe</td> <td>Consider</td> </tr> <tr> <td>Greeting</td> <td>Caught</td> <td>Enough</td> </tr> </table>				Climate	Moral	Devise	Country	Warning	Influence	Vegetation	Haughtily	Manufacturer	Address	Precaution	Pioneering	Calendar	hazardous	Programming	Favourite	Accidentally	Believe	Interest	Breathe	Consider	Greeting	Caught	Enough
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<p><b>Ideas for reading this half-term:</b></p>   																													
<p><b>Examples of sentences taught this half-term, including 'Alan Peat' sentences:</b></p>	<p><b>Ad, same ad</b></p>	<p>He was an intelligent man. An intelligent man that changed the world for the better.</p>																											
	<p><b>Emotion word sentence</b></p>	<p>Terrified, she froze instantly on the spot where she stood.</p>																											
	<p><b>Personification of weather</b></p>	<p>The wind screamed through the branches.</p>																											

# Key Vocabulary: (choose 5 each half term from this list

**adjective:** a word that describes a noun, including colours and sizes

**adverb:** a word that describes how a verb is done – often ending in *-ly*

**adverbial phrase:** several words that do the job of an adverb, explaining how, why, where or how often a verb is done.

**apostrophe:** a punctuation mark to show 1) letters are missing from a contracted word 2) something belongs to someone

**clause:** part of a sentence that does not make sense on its own e.g. kicking the ball

**comma:** a punctuation mark used to separate items in a list, or to separate clauses in a sentence

**command:** a sentence that is a command begins with an imperative verb e.g. Fetch the ball.

**conclusion:** the final paragraph of a piece of non-fiction writing that sums up the key points and tells the reader what to do next.

**conjunction:** a word that joins ideas together in a sentence e.g. *and*

**consonant:** any letter of the alphabet that is not a vowel

**Contraction:** the apostrophe of contraction shows a letter or letters are missing.

**co-ordinating conjunction:** when, if, that, because

**definition:** a statement in an introduction that explains the subject that is being written about

**determiner:** a word that introduces and defines a noun e.g. a, an, the, these, those, every, many, two.

**dialect:** local spoken forms of English that do not use the correct inflections e.g. you was

**direct speech:** speech that shows exactly the words that were spoken or thought

**exclamation:** an exclamation uses 'how' or 'what' but is not a question e.g. What a lovely day it is!

**fronted adverbial:** a phrase that opens a sentence explaining how or why the verb was done e.g. Later that day,

**heading / subheading:** titles for paragraphs to help the reader locate information quickly.

**hyphen:** a short line that joins two words e.g. twenty-three, ice-cream

**introduction:** the first paragraph of a piece of non-fiction writing that includes the definition and purpose

**inverted commas:** punctuation marks that go at the beginning and end of direct speech

**metaphor:**

**noun phrase:** a short clause that uses adjectives to describe a noun

**noun:** the name of an object, place, time.

**paragraph:** a group of related sentences on a topic

**past tense:** describing things that have happened in the past

**personification:**

**plural:** a plural noun (e.g. lions) shows that there is more than one of that object.

**possession:** the apostrophe of possession shows something belongs to someone

**possessive pronoun:** a pronoun that shows possession e.g. *mine, ours, hers, his, theirs, and yours.*

**prefix:** a starter that is added to the beginning a root word to change its meaning

**preposition:** a word that describes the position of an object e.g. *in, under, between, behind, through, outside*

**present perfect tense:** a recent past-tense verb form using has/have and the past participle

**present tense:** describing things that happen now, or are happening now

**progressive tenses:** using the verb 'to be' with the *-ing* form of the verb in the present or past tense

**pronoun:** a word such as 'he', 'it', 'they' that are used instead of a noun.

**punctuation:** marks made in writing to help the reader understand what is written

**purpose:** a reason for writing e.g. to inform, to persuade, to entertain, to request, to complain

**question:** a question uses *wh*-words or modal verbs e.g. where are you ? Did you see it?

**reported speech:** speech in which only the gist of what is spoken is conveyed.

**reporting clause:** a clause that explains who is speaking and how they spoke the words.

**sentence:** an idea in words that makes sense, separated from other ideas using capital letters and punctuation.

**simile:**

**singular:** a singular noun (e.g. lion) shows that there is only one object.

**Standard English:** the grammatically correct form of written and spoken English

**statement:** a statement is a factual sentence giving information: Jamie caught the ball.

**subordinate clause:** a clause that begins with a subordinating conjunction e.g. because it was raining

**subordinating conjunction:** or, but, and

**suffix:** an ending that is added to the end of root word to change its meaning

**Verb inflections:** how verbs change according to tense or subject e.g. I do, he does

**verb:** a word for an action. Changing the verb can change the tense of the writing

**vowel:** five letters of the alphabet are vowels – a, e, i, o,

**proper noun:** nouns that are names of people and places need capital letters.

**word family:** a group of words that share a common root word and are similar in meaning