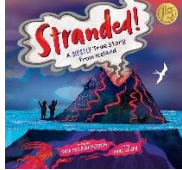
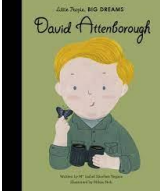
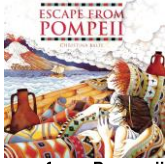
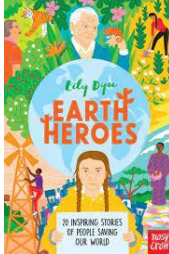
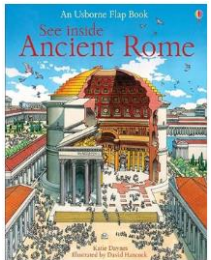
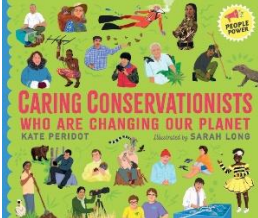
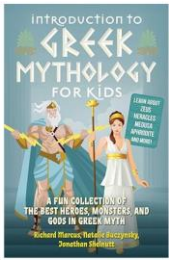


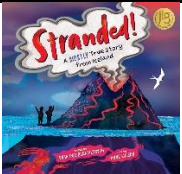
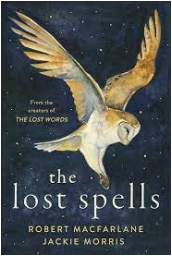
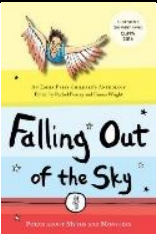
English Overview 2025-2026 Year 4

Term / Topic	Transition Unit (1 week) Dot!	Autumn 1 (6 weeks) Land of Fire and Ice	Autumn 2 (7 weeks) Nutty Professors	Spring 1 (5 weeks 4 days) Attention!	Spring 2 (5 weeks 4 days) Blackout	Summer 1 (6 weeks) Animal Magic	Summer 2 (7 weeks 2 days) It's All Greek To Me
Handwriting		Continue development from Year 3.		Increasing fluency in joined handwriting.		Increasing fluency in joined handwriting.	
		Correct letter formation alternative phonemes for spelling. Apply common exception words from Year 1. Spell words with taught suffixes (eg -ing, -er, -est)		Sizing (upper / lower case). Spell some homophones and near homophones. Spell common exception words from Year 2 taught so far.		Fluency / accuracy in shape, size and sitting. Application of suffixes to spell longer words. Application of apostrophes for omission. Use Year 2 common exception words.	
Common exception words/ Spelling list - (daily dictation focus)		-ible words - possible, accessible, flexible, audible	-ous words – famous, various	unstressed vowels - busy/business, different favourite, February, interest, library, ordinary, separate	Cross-curricular words – experiement, group, natural, opposite	'n' spelt as 'kn' - knowledge, know, known adverbials – therefore, afterwards	s' sound spelt as 'c' before 'e', 'i' and 'y' – century, certain, exercise, experience, notice
Hook (text, video, artefacts)	 Dot by Peter Reynolds	 Stranded! by Evar Por Benediktsson  Film clip from Volcano: Fire on the mountain	 Little People, Big Dreams.	 Escape from Pompeii by Christina Balit  Film clip from 'A day in Pompeii' time lapse Roman Day	 The King who banned the dark by Emily Haworth-Booth	 Based on conservationist Earth Heroes by Lily Dyu. David Attenborough's Ocean documentary	 Film clip from Hercules and the Lion VR headset (Greece) Greek food tasting
Writing genre 1	Diary	Setting description	Biography	Diary	Formal persuasive letter	Persuasive Speech	Action narrative
Purpose and Audience	To recount Remembering how they felt when they saw their artwork on display	To describe and entertain About crossing a river of lava	To inform About the life of David Attenborough	To recount Remembering events and emotions as they escaped Pompeii	To persuade and inform About why the dark is good	To persuade and inform About the effects of climate change	To entertain About the moment Hercules enters the Lion's den
Continuous	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.						
Sentence skills Retrieval Taught Recap	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Noun phrases expanded by the addition of modifying adjectives, nouns.	Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Fronted adverbials [for example, Later that day, I heard the bad news.]	Refer to all previously taught content.	Refer to all previously taught content.	Refer to all previously taught content.
Punctuation	Apostrophes to mark plural possession.	Refer to all previously taught content.	Apostrophes to mark plural possession.	Apostrophes to mark plural possession. Use of commas after fronted adverbials.	Refer to all previously taught content.	Apostrophes to mark plural possession.	Use of inverted commas and other punctuation to indicate direct speech.
Dialogue skills	Viewpoint is consistently maintained, eg., word choice indicates a child's viewpoint.			Viewpoint is consistently maintained, eg., word choice indicates a child's viewpoint.	Viewpoint is consistently maintained, eg., word choice indicates a child's viewpoint.	Viewpoint is consistently maintained, eg., word choice indicates a child's viewpoint.	Viewpoint is consistently maintained, eg., word choice indicates a child's viewpoint.
Word level skills	Propose changes to vocabulary to improve consistency.	Propose changes to vocabulary to improve consistency.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Cohesion Paragraph skills	Introduction to paragraphs as a way to group related material.	Introduction to paragraphs as a way to group related material.	Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Final outcome	To write the diary for a key moment in the text 'Dot'	To write a short description of a volcano.	To write a biography on David Attenborough.	To write the diary of a character from the story Escape from Pompeii	A persuasive letter to the king to not ban the dark.	A persuasive speech to world leaders at COP/ Earthshot conference about climate change's impact on the natural world.	To write the opening action narrative to Hercules and the Lion (3 rd person)
Site of application							

English Overview 2025-2026 Year 4

Hook (text, video, artefacts)		 Stranded by Evar Por Benediktsson	 Film clip for how the ear works by Brain Bop Winchester Intech Museum	 See Inside Ancient Rome by Katie Daynes	 The King who banned the dark by Emily Haworth-Booth	 Caring Conservationists Who Are Changing Our Planet by Kate Peridot	 Greek Mythology for kids by Richard Marcus
Writing Genre 2		Narrative with dialogue	Information text	Non-chronological report	Setting description	Formal Email/ letter	Mythical Narrative
Purpose and Audience		To entertain About climbing volcano and then meeting a problem.	To explain About how sound travels through the ear	To inform and engage About aspects of Roman culture	To entertain Describing the King's city	To engage Thanking a conservationist for their efforts.	To entertain Description of a labyrinth and mythical beast. About how character deals with this monster.
Continuous							
Sentence skills		Fronted adverbials [for example, Later that day, I heard the bad news.] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Fronted adverbials [for example, Later that day, I heard the bad news.] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Fronted adverbials [for example, Later that day, I heard the bad news.]
Punctuation		Use of inverted commas and Other punctuation to indicate direct speech. Use of commas after fronted adverbials.	Use of commas after fronted adverbials.	Refer to all previously taught content.	Refer to all previously taught content.	Refer to all previously taught content.	Use of inverted commas and Other punctuation to indicate direct speech.
Dialogue skills		Viewpoint is consistently maintained, eg., word choice indicates a child's viewpoint.					Viewpoint is consistently maintained, eg., word choice indicates a child's viewpoint.
Word level skills		Propose changes to vocabulary to improve consistency.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Cohesion		Introduction to paragraphs as a way to group related material.	Use of paragraphs to organise ideas around a theme.	Use of paragraphs to organise ideas around a theme.	Use of paragraphs to organise ideas.	Use of paragraphs to organise ideas.	Use of paragraphs to organise ideas.
Paragraph skills		Appropriate choice of pronoun or noun within sentences to aid cohesion.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Final outcome		To write an adventure narrative about crossing a river of lava	Informative text for how the ear works/ sound travels	Non-chronological report about Roman life	Short description of the King's city of everlasting light.	Email/ letter to David Attenborough/ other conservationist thanking them for their dedication to a lifetime of conservation.	To write part of a myth about Theseus and the Minotaur (1 st person)
Site of application							

English Overview 2025-2026 Year 4

Hook (text, video, artefacts)		 Stranded by Evar Por Benediktsson  General leaflets on Iceland	 Meeting Father Christmas from Narnia. (film clip)		 The Lost Spells by Robert Macfarlane		 Rachel Nicholas poem – Theseus and the Minotaur
Writing Genre 3		Tourist leaflet	Character description		Poetry		Poetry
Purpose and Audience		To inform and persuade About why people should visit Iceland	To entertain Description of Santa Claus/ other winter themed character.		To entertain On colours and our interpretation of them		To entertain Describing the Lion from Hercules
Continuous							
Sentence skills		Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Extending the range of sentences with more than one clause by using a wider range of conjunctions.		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Extending the range of sentences with more than one clause by using a wider range of conjunctions.		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Extending the range of sentences with more than one clause by using a wider range of conjunctions.
Punctuation		Refer to all previously taught content.	Refer to all previously taught content.		Refer to all previously taught content.		Refer to all previously taught content.
Dialogue skills							
Word level skills		Propose changes to vocabulary to improve consistency.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.		Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.		Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Cohesion		Introduction to paragraphs as a way to group related material.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.		Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.		Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Paragraph skills		Use of paragraphs to organise ideas around a theme.					
Final outcome		Tourist leaflet about popular things to do in Iceland.	To write a short description of Santa Claus using show not tell inferences.		A poem about colour (links back to The King who banned the Dark and fireworks).		Poem about the lion from Hercules
Project writing opportunities		Instructions of how to make their own exploding volcano.	Information leaflet about the water cycle and why it is important to save water.	Narrative of the explosion of Pompeii.	Explanation text on circuits and the use of electricity.	Non-chronological report on an animal of their choice.	Persuasive Speech explaining the influence Ancient Greece has had on the modern world.