


# Pennyhill's English Coverage

Year Group: 4

Aut 1

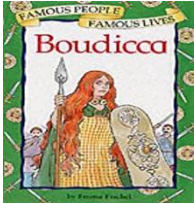
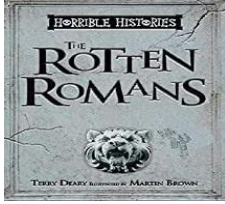
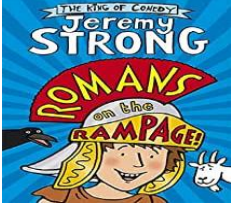
Text	Genres	Possible Writing Journal outcomes
 <p>20 000 Leagues under the sea (Classic starts) By : Jules Verne</p>	Narrative – Dilemma story	Story linked to a dilemma for a diver in the depths of the ocean
	Persuasive writing	Writing linked to taking care of the ocean – real life link with cleaning of plastic waste.
	Poetry	Ballad poetry linked to the story of Keiko the whale-to be performed

## Writing Progression document

Words and spelling	Grammar	Punctuation
<ul style="list-style-type: none"> <li>-Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied</li> <li>-Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families( prefix/suffix)</li> <li>-Topic specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Mixture simple and compound sentences and extending the range a wider range of conjunctions including when, if, because, although</li> <li>• Use of a wide and varied range of sentence openings. Choice of tense is accurate and consistent.</li> <li>• Appropriate use of pronouns to avoid repetition.</li> <li>• Use of fronted adverbials.</li> <li>• Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot.</li> <li>• Use of paragraphs to organise ideas around a theme/plot.</li> <li>• Consistent and appropriate use of the structure of the chosen non- narrative text type.</li> <li>• In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organizational devices.</li> <li>• Expansion of noun phrases (see sentence structure and grammar)</li> <li>• Noun phrases, adverbs and adjectives are used to create variety and add interest.</li> <li>• Adjectives are sometimes modified for emphasis. Beginning to use a wider range of powerful verbs.</li> <li>• Attempts to use technical and precise vocabulary in non-narrative writing</li> <li>• Writer's viewpoint is established, but may not be maintained</li> <li>• Simile/metaphor and figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters, full stops, question marks and exclamation marks are used accurately.</li> <li>• Commas used after fronted adverbials</li> <li>• Inverted commas and other punctuation to indicate direct speech</li> <li>• Apostrophes to mark singular and plural possession</li> </ul>

# Pennyhill's English Coverage

## Aut 2

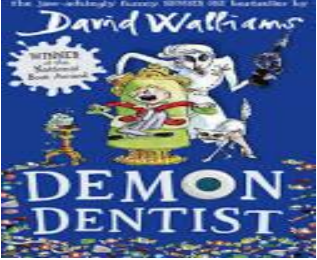
Text	Genres	Possible Writing Journal outcomes
 <p>Boudicca (Famous people, Famous lives) By: Emma Fischel</p>	Narrative	Historical writing
 <p>Rotten Romans (Horrible Histories) By: Terry Deary</p>	Playscript	Commentary from a gladiator battle linked to Spartacus
 <p>Romans on a Rampage By: Jeremy Strong</p>	Diary entry	Life in Britain after Roman invasion

## Writing Progression document

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<p>-Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied</p> <p>-Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families( prefix/suffix)</p> <p>-Topic specific vocabulary</p> <p>-Emotive language and rhetorical questions</p>	<ul style="list-style-type: none"> <li>Mixture simple and compound sentences and extending the range a wider range of conjunctions including when, if, because, although</li> <li>Use of a wide and varied range of sentence openings</li> <li>Choice of tense is accurate and consistent.</li> <li>Appropriate use of pronouns to avoid repetition.</li> <li>Use of fronted adverbials.</li> <li>Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot.</li> <li>The ending is developed and of an appropriate length.</li> <li>Use of paragraphs to organise ideas around a theme.</li> <li>Consistent and appropriate use of the structure of the chosen non- narrative text type.</li> <li>In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organizational devices.</li> <li>Expansion of noun phrases (see sentence structure and grammar)</li> <li>Noun phrases, adverbs and adjectives are used to create variety and add interest.</li> <li>Adjectives are sometimes modified for emphasis.</li> <li>Beginning to use a wider range of powerful verbs.</li> <li>Attempts to use technical and precise vocabulary in non-narrative writing</li> <li>Writer's viewpoint is established, but may not be maintained</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters, full stops, question marks and exclamation marks are used accurately.</li> <li>Commas used after fronted adverbials</li> <li>Inverted commas and other punctuation to indicate direct speech</li> <li>Apostrophes to mark singular and plural possession</li> </ul>

# Pennyhill's English Coverage

Spr 1

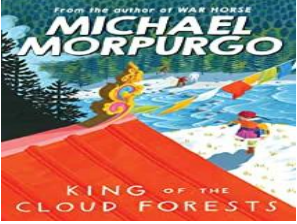
Text	Genres	Possible Writing Journal outcomes
 <p>Demon Dentist By: David Walliams</p>	Narrative	Description using senses
	Explanation	Explanatory leaflet about why we have teeth and how to care for them
	Recount	Visit from a demon dentist - Interview
	Persuasive letter writing	Letter to persuade children to visit their dentist

## Writing Progression document

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# Pennyhill's English Coverage

Spr 2


Text	Genres	Possible Writing Journal outcome
 <p>King of the Cloud Forest Everest – The worst case scenario By: Michael Morpurgo</p>	Newspaper report	Climbing Mount Everest – The story of Sir Edmund Hillary and Tenzing Norgay
	Narrative	Descriptive writing – An encounter with a yeti
	Information Text-writing	Factual leaflets based upon the Adi Tribe of the Himalayas

## Writing Progression document

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# Pennyhill's English Coverage

## Sum 1

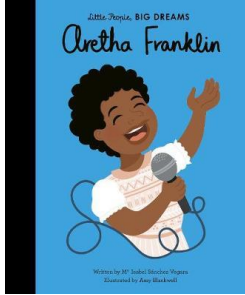
Text	Genres	Possible Writing Journal outcomes
 <p>Arthur: High King of Britain/ Beowulf By: Michael Morpurgo</p>	Report	The legend of King Arthur
	Autobiographical story	Writing linked to autobiographical story/account reflecting the theme (topic/text read)
	Poetry	Linked to dragon slaying/Vikings-To be performed

## Writing Progression document

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Text	Genres	Possible Writing Journal outcomes
 <p>Aretha Franklin By: Marie Isabel Sanchez Vegara</p>	Poetry	Own poem based upon sound collection
	Biography	Writing a biography of a famous musician
	Non-fiction writing	Information leaflet linked to a famous pop star of their choice – could link back to biography.
	Song Writing/Creative writing	Writing own song

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