



Helsby Hillside Primary School – English Y4 Summer 2 - Key Learning Overview

Blue John by Berlie Doherty

Vocabulary development:

surge	glacier
gush	cavern
billow	stalactites
chamber	stalagmites
snatch	formation
mould	Pods
clasp	amethyst
enchantment	amber
sprawl	grotto
ebony	ledge



Children will be able to:	
Speaking and listening	Ask relevant questions Articulate and justify answers Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates
Reading	Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction
Writing	Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently Use paragraphs to organise information and ideas around a theme

Spelling	<p>As well as revising and consolidating previous grapheme-phoneme correspondences (GPCs) taught in KS1 and spellings taught in Y3, Pupils in Y4 will/Will be able to:</p> <p>Be able to spell words ending in suffix –ous, ious and –eous (eg jealous, serious and hideous)</p> <p>Be able to spell words with the endings –tion, -sion, -ssion, -cian (eg. injection, expression, expansion and musician and common exceptions eg. attention)</p> <p>Be able to spell words with letters ‘ch’ for ‘k’ (eg. chemist, scheme)</p> <p>Be able to spell words with French origin with ‘ch’ for ‘sh’ (eg. chef and machine)</p> <p>Be able to spell words with -gue and –que ending (eg. league and antique)</p> <p>Be able to spell words with ‘sc’ (eg. science, discipline and crescent)</p> <p>Be able to choose/ spell words with letters ‘ei’, ‘eigh’ and ‘ey’ (eg. vein, eight, weigh and obey)</p> <p>Be able to spell and use words with the possessive apostrophe for plural words (eg. girls’, boys’, children’s)</p> <p>Be able to use and spell correct homophones/ near homophones (eg accept/except and affect/effect)</p>
Handwriting	<p>By the end of the year pupils will/Will be able to:</p> <p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting ensuring that downstrokes are parallel and equidistant and that ascenders and descenders do not touch</p>
Writing Outcome	<p>Letters to include explanation</p> <p>Greater Depth - Letters with explanation. Include a paragraph of information</p>