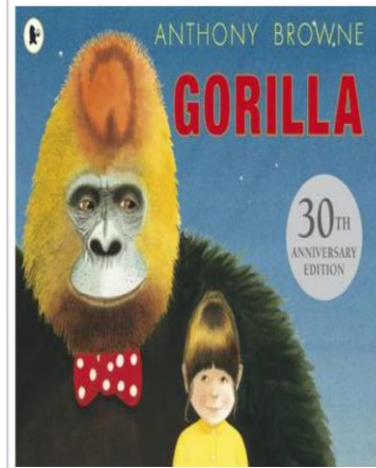




Helsby Hillside Primary School – English Y4 Autumn 1 - Key Learning Overview

Gorilla by Anthony Browne Vocabulary development:

obsession	parcel
dejected	primate
tingle	ape
impression	chestnut
awesome	kin
bluff	stem
charge	vegetarian
glance	patchwork
lounge	symbolism
theme	



	Children will be able to:
Speaking and listening	Listen and respond Ask relevant questions Maintain attention and participate actively in collaborative conversations Use spoken language to develop understanding by hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints
Reading	Read for a range of purposes Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Check text makes sense Explain meaning of words in context Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict what might happen from what is stated and implied Retrieve and record information from non-fiction Participate in discussion about books
Writing	Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials Organise paragraphs around a theme (to organise and sequence more extended narrative structures)

	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use commas after fronted adverbials</p> <p>Re-cap: Use inverted commas for direct speech (Year 3)</p>
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>Fiction: fantasy story</p> <p>Greater Depth - Re-tell the story from dad’s viewpoint or include speech</p>