



What's happening this half term:		Year 4 Spring Term 1 English		Year 4 National Curriculum content																									
<p>Cowboys – A Journey Narrative</p> <ul style="list-style-type: none"> -Write a setting description of the plains of America or cattle ranches. -To look at the use of homophones -Use pronouns when describing characters to avoid repetition. -Plan their narratives in groups. -Pupils to write their own Journey Narrative in 5 parts. <p>Countries in North America – Report</p> <ul style="list-style-type: none"> -Explore the continent of North America -Look at key features of a report. -Understand the report further through comprehension questions. -Research North American countries and make fact files. -Use comparatives and superlatives. -Use simple organisational devices. -Write their own report on North America. <p><i>Pupils will be encouraged to proof-read and edit their own work as well as their peers, often.</i></p>				<p>Word</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s; • Standard English forms for verb inflections; (e.g. <i>we were</i> instead of <i>we was</i>) 																									
				<p>Sentence</p> <ul style="list-style-type: none"> • 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>). • Fronted adverbials (e.g. <i>Later that day,</i>) 																									
		<p>Text</p> <ul style="list-style-type: none"> • 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. 																											
		<p>Punctuation</p> <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted comas.) • Apostrophes to mark plural possession (e.g. <i>the girl's name, the girls' names</i>) • Use of commas after fronted adverbials. 																											
		<p>Some words to learn to spell this half term:</p> <table border="1"> <tr> <td>contrast</td> <td><i>favourite</i></td> <td>companion</td> </tr> <tr> <td>dictate</td> <td><i>fruit</i></td> <td>descended</td> </tr> <tr> <td>diverse</td> <td>generosity</td> <td>excess</td> </tr> <tr> <td>country</td> <td>frontier</td> <td>lowing</td> </tr> <tr> <td>currency</td> <td>produce</td> <td>settlers</td> </tr> <tr> <td><i>position</i></td> <td>random</td> <td>wrangler</td> </tr> <tr> <td>season</td> <td>native</td> <td>lasso</td> </tr> <tr> <td>temperature</td> <td><i>peculiar</i></td> <td><i>probably</i></td> </tr> </table>		contrast	<i>favourite</i>	companion	dictate	<i>fruit</i>	descended	diverse	generosity	excess	country	frontier	lowing	currency	produce	settlers	<i>position</i>	random	wrangler	season	native	lasso	temperature	<i>peculiar</i>	<i>probably</i>	<p>Key vocabulary:</p>	
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<p>adjective</p> <p>a word that describes a noun, including colours and sizes</p>																													
<p>purpose</p> <p>a reason for writing e.g. to inform, to persuade, to entertain, to request, to complain</p>																													
<p>Heading/sub heading</p> <p>titles for paragraphs to help the reader locate information quickly.</p>																													
<p>conclusion</p> <p>the final paragraph of a piece of non-fiction writing that sums up the key points and tells the reader what to do next.</p>																													
<p>pronoun</p> <p>a word such as 'he', 'it', 'they' that are used instead of a noun.</p>																													
<p>Ideas for reading this half-term:</p> <p>https://www.booksfortopics.com/booklists/topics/history/vikings/</p> <p>Check out this website for lots of different books related to our History topic 'The Vikings'.</p>																													
<p>Examples of sentences taught this half-term, including 'Alan Peat' sentences:</p>	<p>Last word, 1st word</p>	<p>AP – Building the new motorway would be disastrous. Disastrous because lots of houses would be destroyed.</p>																											
	<p>Personification of weather</p>	<p>AP – The rain wept down the window.</p>																											
	<p>Pathetic Fallacy</p>	<p>The sun was smiling down on him.</p>																											