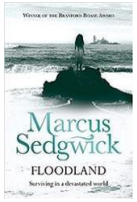
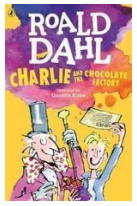
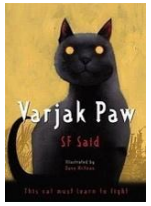
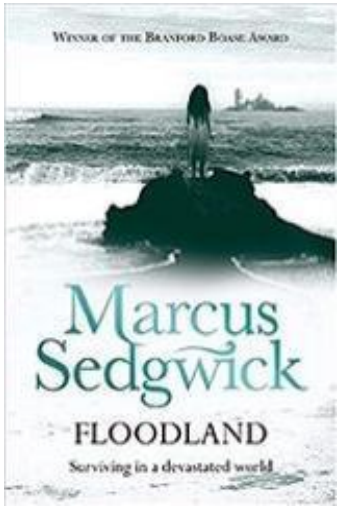
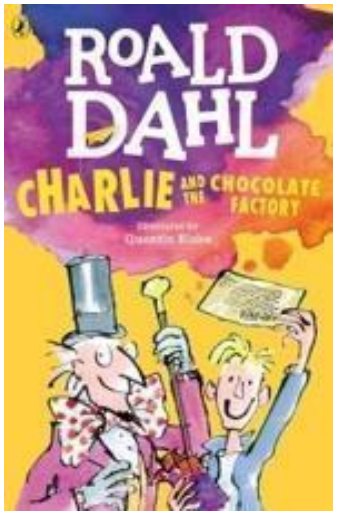
Year 4 English 2022 – 2023

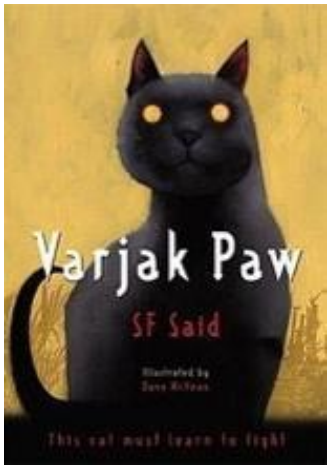
Year 4 Yearly Overview							
Term	**Key Text**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Term 1		Monologue		Setting Description		Instructions	
Term 2		Narrative – including Dialogue			Film Unit – Newspaper Report		Curriculum Writing
Term 3		Diary Entry			Setting Description		Curriculum Writing
Term 4		Newspaper Report			Film Unit – Balanced Argument		Curriculum Writing
Term 5		Setting Description			Diary Entry		Curriculum Writing
Term 6		Newspaper Report			Film Unit – Narrative		Transition

Please apply the structure outlined in the Writing Unit Structure document when planning each unit.
Please also apply the ideas from the Gradual Release Model document.

Core Texts		
Floodlands – By Marcus Sedgwick		
 Set in an all too believable near future when many parts of England are submerged in water and people drift into gangs, divided due to the scarcity of resources, especially food. Zoe has been left behind on an island which used to be the city of Norwich and discovers a boat which she wants to use to try and find her parents. She has to cope with human cruelties and frailties, but the story ends on a note of hope.	**Monologue** **Read up to page 12**. Write a monologue from Zoe's perspective	Features of a Diary
	Setting Description **Read to page 23.** Write a setting description for the cathedral: write about how it would have looked before the floods and how it looks now after the floods.	Features of a Narrative
	Instructions **Read to page 50 (or as far as you can).** Write a set of instructions entitled: *How to Survive on a Deserted Island.*	Features of Instructions
	Narrative **Read to page 99.** Write the ending of the story. Where do the children think Zoe has ended up? What does she do?	Features of a Narrative Ensure dialogue is explicitly taught as part of this unit.

Charlie and the Chocolate Factory – By Roald Dahl		
 Every day, Charlie Bucket walks past Wonka's mysterious chocolate factory, with its heavenly smells wafting out. When the eccentric chocolatier Mr Willy Wonka announces that there are five Golden Tickets to be won, and the prize is a visit to his wonderful factory itself, children everywhere rush to buy his products - but Charlie's family are very poor and can only afford to buy him one bar of Wonka's chocolate each year on his birthday. He never dreams he'll have the chance to see the inside of the factory for himself - but then his dreams unexpectedly come true.	**Diary Entry** **Read to page 25.** Write a diary entry as Charlie expressing how repetitive and mundane your life is and how desperately you'd like to wind a golden ticket.	Features of a Diary
	Setting Description **Read up to page 86**. Write a setting description about the *Chocolate Room* Encourage children to be independent and creative in their choices in this unit. Children can imagine their own creations in the chocolate room. Try to include at least one immersive lesson where the children can create something from chocolate and other confectionary.	Features of a Narrative
	Newspaper Report **Read to the end of the book.** Write a newspaper report about Charlie winning the Chocolate Factory.	Features of a Newspaper Report

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<tr><th colspan="3">Varjak Paw – By SF Said</th></tr>
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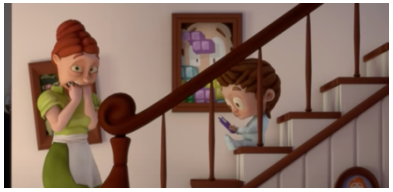
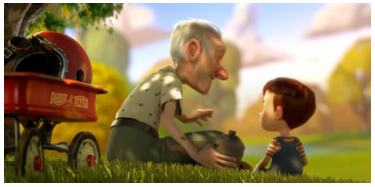
Mesopotamian Blue cat, Varjak Paw, has never been Outside before; he and his family have always lived in the isolated house at the top of the hill. But Varjak is forced out into the city when the sinister Gentleman and his two menacing cats take over his home. With help from his mystical ancestor, Jalal, Varjak manages to overcome challenges such as self-survival and a threat from the gangland cats, and he ultimately discovers the terrifying secrets behind the Vanishings. But can he save his own family from their fate?</td><td>Setting Description

Read to page 61. Write a setting description which compares the different locations. Imagine Varjak is sitting upon the wall, staring at the world.</td><td>Features of a Narrative</td></tr>
<tr><td>Diary Entry

Read to page 103. Write a diary entry from Varjak’s perspective, sharing his experiences in the city.

Encourage children to think of their own events to include as part of the recount; children need not only use events from the text.</td><td>Features of a Diary</td></tr>
<tr><td>Newspaper Report

Read to the end of the text. Write a newspaper report about the man stealing the cats from the street, killing them and stuffing them to turn them into toys.</td><td>Features of a Newspaper Report</td></tr>
</table>

Film Units		
Spy Fox  https://www.literacyshed.com/spyfox.html	Watch the film 'Spy Fox'. Children think of their own villain and their plan to take over the world. Children can either write the villain's plan as a newspaper report or the events of Spy Fox saving the day. Children have encountered newspapers before.	Features of a Newspaper Report
Glued  https://www.youtube.com/watch?v=rW2g5cwxrqQ	Watch the film 'Glued' and consider the character's perspectives of video games. Link this to Mike-TV from Charlie and the Chocolate Factory and his addiction to televising. Children choose a controversial topic of their own – it could be tv, video games, homework, social media, etc. – and write their own balanced debate. *This is the first time the children have encountered a balanced debate. Therefore, decide based on the children's abilities whether you are more controlled and structured with the writing process.*	Features of a Balanced Argument
Taking Flight  https://www.youtube.com/watch?v=Gj6V-xZgtlQ&t=61s	Watch the film 'Taking Flight' and think of other adventures the grandad, dad and son could have gone on together. Children write a short story of one of these adventures.	Features of a Narrative Be sure to recap dialogue and the punctuation of speech in this unit.

Curriculum Writing			
Term	**Curriculum Link**	**Writing**	**Features**
Term 1	PSHCE (Identity, society and equality: Democracy)	Linking to British values, democracy and the contribution and Understanding the influence that individuals and organisations can have on social and environmental change, children construct a **persuasive speech** about something important to them. This could be about something you have learnt in PSHCE or could be about climate change – as that would have been a big theme in Floodlands. Children perform the persuasive speeches.	Features of persuasive writing
Term 2	History (Romans)	Children write an **explanation** text about some of what they have learnt about the **Romans**	Features of an Explanation Text
Term 3	Science (Human anatomy)	Write an explanation text about one of the digestive system or the type of teeth humans have.	Features of an Explanation Text
Term 4	Science (Ecosystems)	Write a non-chronological report about an animal of the children's choice. Children wrote multiple non-chronological reports in year 3 so should know lots of the features. Make sure children include information developed in science such as the how it would be classified and where the animal would be positioned in a food chain.	Features of a Non-Chronological Report
Term 5	History (Shang Dynasty)	Children write an **explanation** text about some of what they have learnt about the **Shang Dynasty.**	Features of an Explanation Text