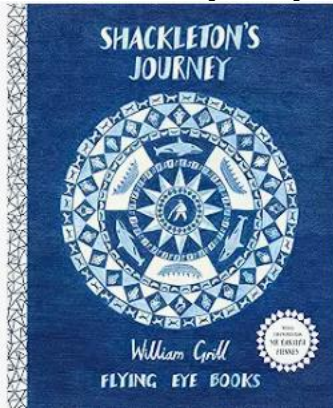
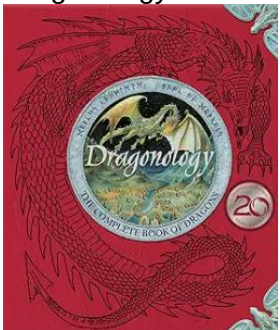
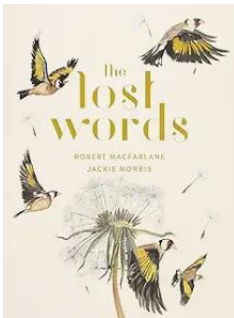


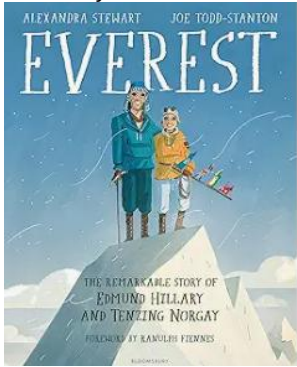
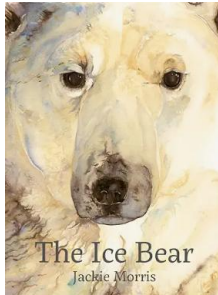
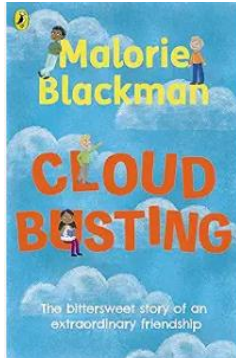
Year 4-5 English overview 2026-2027

Year 4-5 Overview Autumn term 2026

Core Text	The Tear thief by carol ann duffy 	Shackleton's journey 	Christmas sequence
Key writing outcome	To write own story about a thief of something abstract, e.g. a feeling	To create an account of another famous adventure or series of events	
Key learning	- Develop a series of events based on an emotion or abstract 'something' and explore the various ways in which the emotion is caused. - Sustain the narrative with a convincing beginning, middle and end. - Create atmosphere e.g. through vocabulary choices, use of adverbials, etc. - Show emotion/character through dialogue. (Punctuate direct speech) - Y4 adverbials/ Y5 adverbials to link ideas across paragraphs	- using brackets, dashes or commas to indicate parenthesis (Y5) - devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) (Y5) - linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis - layout devices - Introduce - Use the passive voice to emphasise either lack of control over events or the impact of decisive leadership. - Adverbials (y4) For chronology and cohesion (<i>when, how long</i>) (Y5)	

Year 4-5 Overview Spring term 2027

Core text	Dragonology 	<i>The Lost words</i> 	<i>The Light in everything</i> by Katya Balen 	Additional short burst writing
Writing outcome	to write own –ology book about an area of interest	To write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book (To ‘summon lost words back into the mouth and the mind’s eye’.)	To write a part of a narrative (<i>Ghostlines</i>) in the first person and in the present tense from one character’s point of view.	
Key learning	- Revise from last term- passive voice (Y5) - Use a range of punctuation to delineate extra information (Brackets, dashes, commas) (Y4- revise range of punctuation) - Use a range of sentence constructions and vocabulary to communicate meaning effectively (multiclaue sentences) - Use layout guide the reader through the information	- use appropriate poetic devices, e.g. alliteration, onomatopoeia, repetition, to create images and interesting sounds - explain vocabulary choices and word combinations in terms of the desired effect on the reader, using terminology related to poetry - structure poems in appropriate ways - use punctuation to avoid ambiguity and link ideas to create clear images - develop drafting and editing skills to fully engage with the process of crafting poems	- Write in the first person and mainly in the present tense - Use descriptive language imaginatively and precisely to bring feelings alive for the reader: - Use figurative language - Use precisely chosen vocabulary and noun phrases - Use hyphenated words (Y5) - Present tense (revision) Vary sentence length and construction to reflect the mood and create the voice of the character. - Write in cohesive paragraphs (paragraphing for Y4) (paragraph structuring and cohesion for Y5)	

Core text	Everest by Alexandra Stewart 	Ice Bear 	Cloud Busting by Malorie Blackman 	Additional fiction Boy at the window? 
Writing outcome	To write an account of another significant exploration e.g. moon landing or discovery of the pyramids	To write a story that shows the links between animals/humans/earth	Tell a story through poetry, making choices about poetic devices	To write an original mysterious story in which a character is replaced or trapped by someone or something
Key learning	- To create a detailed picture of the human story: - the careful choice of vocabulary and expanded noun phrases - creating effective cohesion through the use of sentence structure (use of fronted adverbials and subordination) (Y4) - Use a range of verb forms to create the appropriate voice in different sections: - Revise the use of the passive voice (Y5) and selection of events (create sense of general truth) - use of the past perfect to describe events happening in the past but still ongoing - use of the modals in different ways (Y5)	- Create a whole story - Use expanded noun phrases to add detail about the place - Involve three characters - Variation in sentence lengths. - Prepositional phrases to expand noun phrases - Structure writing into paragraphs (Y4) - Use paragraph size for impact (Y5)	- Tell a story through poetry, choosing the form of poetry to suit the event in the story - Use a range of poetic devices - Use adventurous vocabulary for effect - Dashes and ellipsis, noun phrases	- Tell a story through poetry, choosing the form of poetry to suit the event in the story - Use a range of poetic devices - Use adventurous vocabulary for effect