

Year 4 English Matrix

Autumn Term	Class Novel	<p>Autumn 1: */**The Firework Makers Daughter by Philip Pullman. <i>Traditional Tale style of text which includes themes of inclusion, gender and stereotyping. Set in Indonesia and includes looking at other cultures.</i></p> <p>Autumn 2: **The Boy at the Back of the Class by Onjali Q Rauf. <i>Part of the diversity and inclusion thread. Gives further opportunity to discuss refugees with children and open discussions about inferring characters’ feelings and treatment of characters.</i></p> <p>Performance Poem: There’s A Dog In The Playground/Please Mrs Butler by Alan Ahlberg</p> <p>Poetic Form: Onomatopoeia and Alliteration</p>					
	Core Texts	<p>*The True Story of the Three Little Pigs by Jon Scieszka <i>Part of the traditional tales thread. Children use their knowledge of this genre to compare versions of the story and features. Challenges children with an unreliable narrator.</i></p> <p>Written Outcome Write an alternative version of the story</p>	<p>Tools and Treasures of Ancient Rome by Matt Doeden <i>Book serves as the mentor text showing children examples of writing and presentation in non-chronological texts</i></p> <p>Oral Outcome Non- chronological Text</p>	<p>Escape from Pompeii by Christina Balit <i>Historical account of the eruption of Mount Vesuvius. Mentor text with a character recount giving a first-hand account.</i></p> <p>Written Outcome: Recount of the eruption</p>	<p>**Azzi In Between by Sarah Garland <i>This picture book introduces the concept of refugees and the illustrations offer opportunity for the children to discuss the themes of the book.</i></p> <p>Written Outcome: Recount – letters back home to Grandma at different points in the story.</p>	<p>Everything Volcanoes and Earthquakes by Kathy Furgang Earth Shattering Events by Sophie Williams <i>Mentor text to show children how explanations and information can be written and presented in a way to appeal to a particular audience.</i></p> <p>Written Outcome Explanation text on Volcanoes</p>	<p>The Magic Box by Kit Wright <i>Imaginative poem drawing on the senses. Examples of simile and alliteration.</i></p> <p>Written Outcome Pupils’ own Magic Box poem</p>
Spring Term	Class Novel	<p>Spring 1: Arthur and the Golden Rope by Joe Todd Stanton. <i>Links to children’s learning about Anglo Saxons. Appealing chapter book with illustrations.</i></p> <p>Spring 2: Matilda by Roald Dahl. <i>Part of the Roald Dahl author thread. Text allows children to make comparisons between previous Roald Dahl titles read.</i></p> <p>Performance Poem: The Adventures of Isabel by Ogden Nash</p> <p>Poetic Form: Limericks</p>					
	Core Texts	<p>The Lion, The Witch and The Wardrobe by CS Lewis</p>	<p>*Beowulf by Rob Lloyd Jones</p>	<p>Shackleton’s Journey Ice Trap by Meredith Hooper</p>	<p>Matilda by Roald Dahl <i>Part of the Roald Dahl author thread. Text</i></p>	<p>**Malala’s Magic Pencil</p>	<p>Poetry: Loopy Limericks by John Foster</p>

		<p><i>Classic text with archaic language. Examples of description for children to use as a model.</i></p> <p>Written Outcome Setting Description</p>	<p><i>Builds on knowledge of traditional tales and links to learning in history about the Anglo Saxons.</i></p> <p>Written Outcome: Children write their own trial between Beowulf and Grendel</p>	<p><i>Both books help to recount the journey Shackleton and his crew made both rich in new vocabulary for children to use in writing.</i></p> <p>Written Outcome: Diary entry of the journey</p>	<p><i>allows children to make comparisons between previous Roald Dahl titles read.</i></p> <p>Written Outcome: Character Description Playscripts</p>	<p><i>Mentor text recounting key events. Encourages children to consider inclusion, stereotypes and gender.</i></p> <p>Written Outcome: Biography</p>	<p><i>Children study the structure of limericks as the mentor text. This builds on Haiku structure from Y3.</i></p> <p>Written Outcome Limerick poems</p>
Summer Term	Class Novel	<p>Summer 1: Kensuke's Kingdom by Micheal Morpurgo. <i>An adventure story which includes themes of resilience, friendship and loss. This will touch on topics from this term's Relationships unit in PSHE.</i></p> <p>Summer 2: Song of the Dolphin Boy by Elizabeth Laird. <i>The story has a strong environmental message which children will be enthused by and will help to fuel their persuasive writing in the plastic pollution unit.</i></p> <p>Performance Poem: Colonel Fazackerly Butterworth Toast by Charles Causley. <i>Classic poem with archaic text which will challenge the children to make sense and meaning of the poem</i></p> <p>Poetic Form: Cinquains</p>					
	Core Texts	<p>The Lighthouse (animation) <i>The children can use the animation to inspire their writing</i></p> <p>Written Outcome Narrative re-telling of the story.</p>	<p>Kensuke's Kingdom <i>The main character experience different emotions throughout the book which the children will respond to before writing from their perspective.</i></p> <p>Written Outcome: Recount – Travel log</p>	<p>The Sea Below My Toes by Charlotte Guillain <i>Mentor Text. Information book which will provide children with more information on marine life.</i></p> <p>Written Outcome Information text</p>	<p>Plastic Pollution by Jess French Kids Fight Plastic by Martin Dorey <i>Mentor texts giving children the information they need.</i></p> <p>Written Outcome Persuasive writing about how to stop pollution</p>	<p>Poetry: Cinquains <i>Children study the structure of cinquains as the mentor text. This builds on Haiku structure from Y3.</i></p> <p>Written Outcome Cinquain poems linked to plastic pollution</p>	<p>Manfish by Jennifer Berne <i>Mentor text recounting key events.</i></p> <p>Written Outcome Biography</p>

*Traditional Tales Thread

**Diversity and Inclusion Thread