

BARNS GREEN ENGLISH FOR YEAR 4&5 – Otter Class



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Topic	Cycle A – Set in Stone	Cycle A – Set in Stone Cycle B – Raided, Invaded, Stayed		Cycle A – Rocks, Relics, Rumbles		mans		
	Cycle B - Raided, Inva			ains, Winding Rivers	Cycle B – Tomb Raide	ers		
	Cycle C – The Stormn'	Normans	Cycle C – Seeds, Soil a	nd Sunshine	Cycle C - Ground Bred	aking Greeks		
Reading Key Texts Cycle A	Stig of the Dump Ug – Boy Genius of the Stone Age Diamante poetry The Secrets of Stonehenge Stone Age Boy		Stone Girl Bone Girl Firework Makers Daughter Escape from Pompeii When the earth shakes Everything volcanoes and e Haiku		Julius Caesar Roman Diary – The Journal of Iliona			
Reading	How to be a Viking		Everest: Reaching the roof	of the world	Cinderella of the Nile – M	1arjan Vafaeian		
Key Texts	Arthur and the Golden Rop	Arthur and the Golden Rope Kennings Poetry Winter				The Story of Tutankhamun <i>by</i> Patricia Cleveland-		
Cycle B	Kennings Poetry					Peck		
	Winter			er Earth's Mighty Peaks.	Egyptian Myths – Jean Menzies			
	Riddle of the Runes		Jabberwocky	dia a O a a a Valania Dia ana	Egyptology: Search for the Tomb of Osiris.			
	Beowulf	Beowulf		Mighty mountains and Swirling Seas – Valerie Bloom				
	Viking Long ship		There is a Boy in the Girls Bathroom		Iron Man – Ted Hughes.			
	DK Find out Vikings				Slam Poetry			
	Discover the Vikings				Love of reading			
	The Genius of the Vikings				Non-Fiction Classic			
					Diversity			
					poetry (Pinda Cake) – Valerie Bloom			
Reading Key Texts Cycle C	I was there 1066 Knight's Tales The Tin Forest Explore! Normans Norman Castles in Britai	n	Why Do Plants Have Flowe Food Chains: Who eats who The Wonderful World of Fo Charlotte's Web Charlotte's Web	at?	Leo and the Gorgons Curse The Orchard Books of Greek Myths So you think you've got it Bad? A kids's life in Ancient Greece. Athena the story of a goddess			

	Attacking a Norman Castle The Power of Kennings	The farm that feeds us. Read, Recite, and Write Cinquains	See Inside ancient Greece The Odyssey Ancient Greece Explore Greek myths and heroes, gods and monters Falling Out of the Sky: Poems about Myths and Monsters, edited by Rachel Piercey and Emma Wright
Reading Intent	Through the year there will be opportunities to lists beyond what they can read independently. Children thoughts and opinions. Children will be exposed to a range of texts includ Range of fiction Poetry including performance poetry and of Play scripts Range of non-fiction/ reference books Fairy stories Myths and legends		classic poetry, stories, non- fiction beyond a level nat others are saying aswell as expressing their own
Guided Reading Cycle A	 Ug – Boy Genius of the Stone Age The Secrets of Stonehenge Fossil Hunter 	 Stone Girl Bone Girl Firework Makers Daughter Poetry 	 The Leopard in the Golden Cage Non- Fiction texts
Cycle B	 How to be a Viking Viking longship Ivor the Boneless 	 Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay Majestic Mountain: Discover Earth's Mighty Peaks. 	 Cinderella of the Nile – Marjan Vafaeian The Story of Tutankhamun by Patricia Cleveland-Peck

Guided reading Cycle C	I was there 1066The iron man	 Charlotte's Web. From the farm that feeds us 	 Athena the story of a goddess The Odyssey
Speaking and Listening	Listen and respond appropriately to adults and the Use relevant strategies to build their vocabulary Gain, maintain and monitor the interest of the listen Speak audibly and fluently with an increasing com Select and use appropriate registers for effective c	ners mand of Standard English	
	 Year 4 Focus Listen and respond appropriately to adults and their peers Use relevant strategies to build their vocabulary Ask relevant questions to extend their understanding and build vocabulary and knowledge Participate in discussions, presentations, performances, role play, improvisations & debates 	 Year 4 Focus Articulate and justify answers, arguments θ opinions Give well-structured descriptions, explanations and narrative for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Consider and evaluate different viewpoints, attending to and building on the contributions of others 	Vear 4 Focus Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication
	 Year 5 Focus Speak audibly and fluently with an increasing command of Standard English Gain, maintain and monitor the interest if the listener(s) 	Year 5 Focus Participate in discussions, presentations, performances, role play, improvising and debates Select and use appropriate registers for effective communication	 Year 5 Focus Consider and evaluate different viewpoints, attending to and building on the contributions of others
Spelling Book - Cycle B			:hing and the Fresh Start RWI – KS2 Program

Year 4	Book 3	Book 3	Book 3	Book 3	Book 3	Book 3
Book -Cycle B	 Prefixes dis and in Adding im to root words beginning with m and p Suffix ous Expected year 3-4 spellings 	 Suffix ly Words ending in ture Homophones Expected year 3-4 spellings 	 Adding ation to verbs to form nouns Words ending with c sound spelt ch Words ending with sh sound spelt sh Expected year 3-4 spellings 	 The short sound spelt y Adding suffix ion Adding suffix ian Adding prefix re Expected year 3-4 spellings 	 Homophones Adding prefix anti Adding prefix super Adding prefix sub Expected year 3-4 spellings 	 Expected year 3-4 spellings Recap and revision
Book 4 – Cycle A	Book 4 Prefix Mis Words ending in zhuh – sures short u, spelt ou prefix auto	Book 4 Adding ly Prefix inter Homophones	Book 4 Ay – spelt eigh, ei, ey Words ending in ous Words with s sound spelt sc	Book 4 Possessive apostrophes Words ending zhun spelt sion Adding il, recap, un, in, mis, dis	Book 4 C sound spelt que/ G sound spelt gue Homophones Adding ir to words starting with r	Book 4 Suffix ion Expected year 3-4 spellings Recap and revision
Year 5	Book 5 Silent B Ough Ible Homophones	Book 4 Words ending in able Tricky words Silent t	Book 4 Prefix ending in ibly, ably Homophones Ent Tricky Words	Book 4 ence Tricky words ee sound spelt ei	Book 4 Pr Homophones Words ending ant, ance, ancy Tricky words Shus spelt cious	Book 4 Prefix Tricky words Shus spelt tious Shul spelt tial, cial Tricky words
Punctuation 8 Grammar				<u> </u>	1	

	Year 4	Year 4	Year 4	Year 4	Year 4	Year 4
		Tenses			Standard English	Standard English
	, , , , , , , , , , , , , , , , , , , ,		Recognising word families	by the addition of		a an
	Using a and an	Using the present perfect	and how these aid our	modifying adjectives	Recognising and using	Recognising and using
	consistently	form of verbs instead of	understanding and		standard English rather	standard English rather
		simple past	spelling		than colloquial forms	than colloquial forms
	Using a wider range of			Apostrophes		
		Pronouns	The grammatical		Paragraphs	Paragraphs
	sentences		difference between plural	Indicatina possession	9	
		Choosing pronouns	and possessive S	using an apostrophe	Organising content	Organising content
		appropriately for clarity,			around a theme	around a theme
		cohesion and to avoid	Speech			
		repetition		The grammatical		
		Across sentences	Using and punctuating	difference between plural		
	Expressing time place			and possessive S		
	cause using prepositions	Fronted Adverbials	а ос. оросо	aa possoss o e		
	– before, after, during, in,		Using a comma after the			
	because of	Using fronted adverbials	reporting clause and			
			ending with punctuation			
	Using inverted commas	Using a comma after				
		fronted adverbials				
	. с. с. сросо.					
	Vocab		Vocab		Vocab	
	Determiner		Parenthesis		Cohesion	
	Pronoun		Bracket			
	Possessive		dash			
	Pronoun					
	adverbial					
	Year 5	Year 5	Year 5	Year 5	Year 5	Year 5
	Ready to write	Tenses		Expanded noun phrases	Cohesion	Prefixes
			Word families		Using devices to build	
	Choosing nouns and	Using the perfect form of	Recognising word families	Using expanded noun	cohesion within	Verb prefixes e.g. – did,
		verbs to mark time and			paragraphs and to link	de, mis, over, re
		cause			ideas between	
	repetition		spelling	concisely	paragraphs	Suffixes
		Relative Clauses				
	Noun phrases expanded		Speech	Parenthesis	Punctuation	Converting nouns or
		Using modal verbs to	Inverted commas for		Using commas to clarify	adjectives into verbs using
		indicate degrees of	speech including comma	Using brackets, dashes	meaning and to avoid ´	suffixes e.g. ate, ise, ify
		possibility	after reporting clause and		ambiguity	
				parenthesis		
		must	comma			
	Correct use of fronted					
	adverbials	Adverbs				
	<u> </u>	[
	The grammatical	Using adverbs to indicate				

			T	1		1
	difference between plural	degrees of possibility				
	S and possessive S					
	Vocab		Vocab		Vocab	
	VOCAD		VOCUD		VOCAD	
	Inverted		Parenthesis		Cabasian	
					Cohesion	
	Model verb		Bracket			
	Relative pronoun		dash			
	Relative clause					
	Whilst this gives an overvie	ew of when specific concer	ots will be tauaht durina les	sons there is an expectation	on that teachers will explore	the appropriate
	knowledge and skills withir talk at Brans Green. We wi	n classes during English ar	nd other text related opport	unities. Grammar is an inte	egral part of how we approa	ach reading, writing and
Writing	Stone Age Boy	Ug	Stone Girl Bone Girl	When the earth shakes	Julius Caesar	Roman Diary – The
l ************************************	Short setting scene	Diary Entry	orone and Borne and	Everything volcanoes and		Journal of Iliona
Cycle A			Recount		Persuasive writing	Journal of Illona
Cycle A		Identify the audience	using expanded noun	earthquakes	using a wide range of	Decount
(To be		and purpose before	phrass to server	Explanation	devices to build cohesion	Recount
completed		writing, and adapt	phrases to convey	 using a wide range of 		 using a wide range of
Summer 2024)		accordingly	complicated information	devices to build cohesion	within and across	devices to build cohesion
	 identifying the audience 		concisely	within and across	paragraphs	within and across
	for and purpose of the	consistently throughout a		paragraphs.	 proposing changes to 	paragraphs
	writing, selecting the	piece of writing		 proposing changes to 	vocabulary, grammar and	using further
	appropriate form and	Use modal verbs or	Escape Pompeii	vocabulary, grammar and	Dunctuation to enhance	organisational and
	using other similar writing			punctuation to enhance	effects and clarify	presentational devices to
		degrees of possibility	Diary writing	effects and clarify	meaning	structure text and to
		degrees of possibility	,		ensuring the consistent	auide the reader
	 using expanded noun 		 use dictionaries to 	meaning		guide me redder
	phrases to convey		check the spelling and	 ensuring the consistent 	and correct use of tense	
		Diamante Poem	meaning of words	and correct use of tense	throughout a piece of	
	concisely		 use the first 3 or 4 letters 	throughout a piece of	writing	
	 in writing narratives, 	Poetry		writing	 using modal verbs or 	
		 Assess effectiveness of 	of a word to check	using relative clauses	adverbs to indicate	
		own / others writing	spelling, meaning or both	beginning with who,	degrees of possibility	
	characters and settings in		of these in a dictionary	which, where, when,	, ,	
	what pupils have read,	form	,	whose, that or with an		
		Perform own	 selecting appropriate 		Julius Caesar	
	listened to or seen		1	implied (i.e. omitted)		
	performed	compositions	understanding how such	relative pronoun	Newspaper Report	
				 using commas to clarify 		
	The Secrets of		choices can change and	meaning or avoid	•Identify the audience and	
	Stonehenge		enhance meaning	ambiguity in writing	purpose before writing,	
	Non – chronological		L	 using brackets, dashes 	and adapt accordingly	
	report		The Firework Makers	or commas to indicate	Life are pare to the containing ly	
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		daughter.	parenthesis	•Use grammatical	
	 using relative clauses 			using further	connections and	
	beginning with who,		Narrative	organisational and	adverbials for cohesion	
	which, where, when,		Short character	presentational devices to		
	whose, that or with an		description	structure text and to		
	implied (i.e. omitted)			guide		
	relative pronoun					

	concisely in writing narratives,		understanding how such choices can change and		throughout a piece of writing	Ryhming poetry
	phrases to convey complicated information	Kanninga Dacres	 selecting appropriate grammar and vocabulary, 	and correct use of tense throughout a piece of	and correct use of tense	Slam poetry (Pinda Cake) – Valerie Bloom
	 using expanded noun 	degrees of possibility	of these in a dictionary	 ensuring the consistent 	effects and clarify meaning	
	using other similar writing as models for their own	• Use modal verbs or	spelling, meaning or both	effects and clarify	punctuation to enhance	structure text and to guide the reader
	appropriate form and	piece of writing	of a word to check	punctuation to enhance	vocabulary, grammar and	presentational devices to
	for and purpose of the writing, selecting the		meaning of words use the first 3 or 4 letters	 proposing changes to vocabulary, grammar and 	paragraphs • proposing changes to	using further organisational and
	 identifying the audience 	accordingly	check the spelling and		within and across	paragraphs
	•	writing, and adapt	• use dictionaries to	within and across	devices to build cohesion	within and across
	description	and purpose before	Didi y willing	devices to build cohesion	 using a wide range of 	devices to build cohesion
	Short character	Diary Entry • Identify the audience	Diary writing	Explanationusing a wide range of	Persuasive writing	Recount • using a wide range of
Cycle B	Short setting scene		and Tenzing Norgay	Evolenation	Cleveland-Peck	Decount
•			Story of Edmund Hillary	of the world	Tutankhamun <i>by</i> Patricia	Menzies
Writing	How to be a Viking	Arthur and the Golden	Everest: The Remarkable	Everest: Reaching the root	The Story of	Egyptian Myths – Jean
				guide the reader		
				structure text and to		
				presentational devices to		
				 using further organisational and 		
				ľ		
				or commas to indicate parenthesis		
				 using brackets, dashes 		
			performed	meaning or avoid ambiguity in writing		
	guide the reader		listened to or seen	using commas to clarify		
	presentational devices to structure text and to		characters and settings in what pupils have read,	and number		
	 using further organisational and 		considering how authors have developed	cohesion, including adverbials of time, place		
l	parenthesis		 in writing narratives, 	 devices to build 		
	 using brackets, dashes or commas to indicate 		complicated information concisely	Instructions		
	where necessary		phrases to convey	Stone Girl Bone Girl		
	initial ideas, drawing on reading and research		as models for their own using expanded noun	that meaning is clear		
	 noting and developing 		using other similar writing	volume, and movement so		
	writing		appropriate form and	appropriate intonation,		
	and correct use of tense throughout a piece of		for and purpose of the writing, selecting the	Perform their own compositions, using		
	ensuring the consistent		identifying the audience			

	considering how authors	Poetry	enhance meaning	beginning with who,	 using modal verbs or 	
	nave developed	 Assess effectiveness of 		which, where, when,	adverbs to indicate	 converting nouns or
	characters and settings in					adjectives into verbs
<u>[</u>	vhat pupils have read,	 Selecting appropriate 	Everest: The Remarkable	implied (i.e. omitted)	The Story of	 verb prefixes
	istened to or seen	form		relative pronoun	Tutankhamun <i>by</i> Patricia	 assessing the
p	performed	 Perform own 	Story of Edmund Hillary	• using commas to clarify		effectiveness of their own
		compositions		meaning or avoid		and others' writing
				ambiguity in writing	Newspaper Report	 proposing changes to
			Recount	 using brackets, dashes 		vocabulary, grammar and
			 using expanded noun 	or commas to indicate	 Identify the audience and 	punctuation to enhance
\	/iking Longship		phrases to convey	parenthesis	purpose before writing,	effects and clarify
	3 3 3 1		complicated information	 using further 		meaning
<u> </u>	Non – chronological		concisely		•Use grammatical	9
	eport				connections and	
["	Сроп		Everest: The Remarkable		adverbials for cohesion	
	using relative clauses		Story of Edmund Hillary	guide	adverbiale for corrector	
			and Tenzing Norgay	guide	The Story of	
	peginning with who,		and renzing Norgay	Majastia Mayustajay	Tutankhamun <i>by</i> Patricia	
	vhich, where, when,		Balanced Argument	Majestic Mountain:		
	vhose, that or with an		Using cohesive devices	Discover Earth's Mighty	Cleveland-Peck	
	mplied (i.e. omitted)		including across	Peaks.	D	
	elative pronoun				Brochure	
	ensuring the consistent		paragraphs	Instructions		
	and correct use of tense		Appropriate grammar	 devices to build 	 using a wide range of 	
ti	hroughout a piece of		and vocabulary	cohesion, including	devices to build cohesion	
l •	vriting		 Editing and changing 	adverbials of time, place	within and across	
-	noting and developing		writing to enhance effect	and number	paragraphs	
	nitial ideas, drawing on		and clarify meaning			
l lr	eading and research		 using modal verbs or 	 using commas to clarify 	 using modal verbs or 	
	vhere necessary		adverbs to indicate	meaning or avoid	adverbs to indicate	
	using brackets, dashes				degrees of possibility	
	or commas to indicate		,		aogreed of peddiziiiry	
	parenthesis			 using brackets, dashes 		
11-	using further			or commas to indicate		
	organisational and					
				parenthesis		
	presentational devices to					
	structure text and to			using further		
9	guide the reader			organisational and		
				presentational devices to		
				structure text and to		
				guide the reader		
				Jabberwocky		
				Free Verse Poetry		
				,		
				Perform their own		
				compositions, using		
				appropriate		
				арргорнаго	l	

				intonation, volume, and movement so that meaning is clear		
Cycle C	Tin Forest	Tin Forest	Charlotte's Web	Why Do Plants Have	The Odyssey	Athena the story of a
	Short setting scene	Diary Entry • Identify the audience	Diary writing	Flowers? (Wildlife Wonders)	Persuasive writing • using a wide range of devices to build cohesion	goddess Recount
	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • using expanded noun phrases to convey complicated information concisely	and purpose before writing, and adapt accordingly • Use the correct tense consistently throughout a piece of writing • Use modal verbs or adverbs to indicate degrees of possibility Kennings Poems	of a word to check spelling, meaning or both of these in a dictionary • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Food Chains: Who eats what? The Wonderful World of Food (Engage Literacy) Explanation using a wide range of devices to build cohesion within and across paragraphs. proposing changes to vocabulary, grammar and punctuation to enhance	within and across paragraphs • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • using modal verbs or adverbs to indicate	using a wide range of devices to build cohesion within and across
	 in writing narratives, considering how authors 	Poetry Assess effectiveness of own / others writing Selecting appropriate form Perform own compositions	The Farm that feeds us Recount • using expanded noun phrases to convey complicated information concisely Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay Charlotte's Web • Using cohesive devices including across paragraphs • Appropriate grammar and vocabulary • Editing and changing writing to enhance effect and clarify meaning • using modal verbs or adverbs to indicate	effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis • using further organisational and presentational devices to structure text and to guide Why Do Plants Have Flowers? (Wildlife Wonders)	degrees of possibility Leo and the Gorgons curse Newspaper Report •Identify the audience and purpose before writing, and adapt accordingly •Use grammatical connections and adverbials for cohesion The Orchard Books of Greek Myths Brochure • using a wide range of devices to build cohesion within and across paragraphs • using modal verbs or adverbs to indicate degrees of possibility	edited by Rachel Piercey and Emma Wright Ryhming poetry

initial ideas, reading and where neces using brace or commas parenthesis using furth organisation	research ssary kets, dashes to indicate er nal and nal devices to kt and to	Food Chains: Who eats what? The Wonderful World of Food (Engage Literacy) Instructions • devices to build cohesion, including adverbials of time, place and number • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis • using further organisational and presentational devices to structure text and to guide the reader	
		Read, Recite, and Write Cinquains	
		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
•	Use the diagonal and horizontal strokes need Practice letter joins linked to spelling patterns Expectation is for writing in pen	led to join letters and understand which letters when adjacent to one c	nother, are best left unjoined.

Terminology we	•	Recap of non-negotiables &KS1, Finger spaces, capital letters, full stops, question marks, exclamation marks, commas in a list.
want the children	•	noun, noun phrase, • statement, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present
to know by the end	•	Recap L-KS2 • preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech, inverted commas, speech marks •
of year 5		consonant, vowel • determiner • pronoun, possessive pronoun adverbial
	•	modal verb, relative pronoun • relative clause • parenthesis, bracket, dash, cohesion, ambiguity

	 subject, object • active, passive • synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points modal verb, relative pronoun • relative clause • parenthesis, bracket, dash cohesion, ambiguity subject, object • active, passive • synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet point 							
Enrichment Opportunities		Trip to Winchester	Virtual Reality Headsets Mountains			Trip to visit the Egyptian exhibition in the British Museum		
Cycle C	Black History Month – Drama workshop	Trip to Battle Class Assembly	Poetry Slam	Book Week				