



English Curriculum Map 2025-26

Year Four and Mixed Three/Four

Year 4	Term 1 and Term 2	Term 3 and Term 4	Term 5 and Term 6
Topic	Invasion	Misty Mountains, Winding River	Blue Abyss
Texts	Beowulf - Mick Gowar How to train your Viking- Cressida Cowell Saxon Tales: The King who threw away his throne - Terry Deary	King of the cloud forest - Michael Morpurgo The Hobbit - J. R. R. Tolkien	Song of the Dolphin Boy - Elizabeth Laird What a waste – Jess French Manfish- Jennifer Berne
NC Links – Writing - Composition	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe and create settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader. Evaluate and edit by assessing the effectiveness of their own and others' writing, 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 correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		
NC links – Reading - Comprehension	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. Increase familiarity with a range of books. Prepare poems and play scripts to read aloud and to perform, showing understanding through annotation, tone and volume so that the meaning is clear to an audience. Discuss words and phrases that capture readers' interest and imagination.		
NC- Links Speaking and Listening	Listen and respond appropriately to adults and their peers. Participate actively in collaborative conversation. Use spoken language to develop understanding through imagining and exploring ideas. Select and use appropriate registers for effective communication. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Participate in discussions, performances, role-play, improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others.		
Fiction	Playscripts	Narrative	Dilemma Stories
Non- Fiction	Non-chronological report	Diary Explanation text	Biographies
Poetry	Anglo-Saxon poetry	Narrative Poetry	Sea Poems - James Reeves' poem, <i>The Sea Ballads</i>
Other possible additional writing outcomes	Myths Enquiry Questions Podcasts Timelines Notes Facts and Opinions Debate	Leaflets Information text Instructions Character descriptions Brochures	Predictions Character profiles Roleplay Debate Non-chronological report Persuasive writing Information text

Our All Saints family shall arise and shine for the light of The Lord is upon us.