

Holy Family Catholic Primary School

English Overview

Year 4/5

2025/2026



We are a caring family we pray, learn and grow together

Year 4/5: Writing Objectives

Year 4

Spell words that are often misspelt

Spell correctly a range of homophones

Use further prefixes and suffixes and understand how to add them (English Appendix 1)

Use the first two or three letters of a word to check its spelling in a dictionary

Know the grammatical difference between plural and possessive -s

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Use fronted adverbials [for example: Later that day, I heard the bad news.]

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)

Mostly use inverted commas and other punctuation to indicate direct speech correctly [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use commas after fronted adverbials

In narratives, create settings, characters and plot

In non-narrative material, use simple organisational devices [for example, headings and sub-headings]

Organise paragraphs around a theme

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Using the present perfect form of verbs in contrast to the past tense

Assess the effectiveness of their own and others' writing and suggesting improvements

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Retrieve and record information from non-fiction texts

Maintain the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Ensure the consistent and correct use of tense throughout a piece of writing

Ensure the correct subject and verb agreement when using singular and plural

Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Year 5

Using paragraphs to organise ideas

Describing settings and characters

Using some cohesive devices within and across sentences and paragraphs

In narratives, describe atmosphere and integrate dialogue to convey character and advance the action

Using different verb forms mostly accurately

Using verb prefixes e.g. dis-, de-, mis-, over, and re-)

Spell some words with 'silent' letters [for example: knight, psalm, solemn]

Convert nouns or adjectives into verbs using suffixes [for example: -ate, -ise, -ify]

Using relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Is able to indicate degrees of possibility using adverbs [for example: perhaps, surely]

Is able to include modal verbs in writing [for example: might, should, will, must]

Using expanded noun phrases (adjectives) to convey information concisely

Using prepositional phrases (indicating where/when) to convey information concisely

Using co-ordinating and subordinating conjunctions

Using brackets, dashes or commas to indicate parenthesis correctly

Using capital letters and full stops mostly correctly

Using question marks and exclamation marks mostly correctly

Using commas for lists mostly correctly

Using commas correctly to clarify meaning or avoid ambiguity

Using apostrophes for contraction mostly correctly

Using dictionaries to check the spelling and meaning of words

Spelling most words correctly (Years 3 and 4)

Spelling some words correctly (Years 5 and 6)

Producing legible joined handwriting

Demonstrate the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

Use a wide range of clause structures (independent/main, dependent/subordinate, relative), sometimes varying their position within the sentence

Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence]

Year 4/5: Speaking and listening Objectives

Spoken language: The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English – key stages 1 and 2 4 misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 4/5: Spelling Objectives

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Spelling patterns:</u> <u>Yr 4</u> Homophones eg: mail. Male Ei,eigh, ey Sc (silent c) Tricky words eg: spelling Pattern; gue, que ch making sh sound ch making k sound Revision week	<u>Spelling patterns:</u> Yr 4 i and y in the middle of a word eg: myth, hide suffix: ure suffix: sion suffix: ous prefixes: un, dis, mis prefixes: im, re revision week	<u>Spelling patterns:</u> Yr 4 Words with added suffix and words that have a double consonant added ou plurals tricky words prefixes: super, sub, inter, auto, anti Revision week	<u>Spelling patterns:</u> Yr 4 Homophones eg: too, two, to al suffix: ful suffixes eg: beauti what does the suffix ous do to the root word? Revision week	<u>Spelling patterns:</u> Yr 4 Homophones eg: wood, would Common exception words 1 Common exception words 2 Common exception words 3 Revision week	<u>Spelling patterns:</u> Yr 4 Unstressed vowels eg: heaven, deafening Soft and hard 'g' au, augh compound nouns eg: toothbrush Revision week

<u>Spelling patterns:</u> <u>Yr 5</u> ible, able ie,ei silent letters eg: thistle, doubt homophones eg: weather/ whether ant, ent ance/ence/ancy/ency Revision week	<u>Spelling patterns:</u> Yr 5 cial, tial cious, tious tion, sion cian suffixes and how they change the meaning/ word class fer Revision week	<u>Spelling patterns:</u> Yr 5 ough Hyphenated words etymology – the study of the origin of words prefixes: re, trans, super, pre, auto or inter. Homophones eg: course/coarse Revision week	<u>Spelling patterns:</u> Yr 5 ibly, ably prefixes: fore, inter, post, ir, semi, hyper trans, di, dis or de –le, -il, -al and –el tricky words from year 5/6 key word list Revision week	<u>Spelling patterns:</u> Yr 5 homophones and near homophones common exception words 1 common exception words 2 common exception words 3 Revision week	<u>Spelling patterns:</u> Yr 5 ‘ch’ digraph? The ‘ch’ sound is pronounced like a ‘k’ root words ph soft and hard ‘c’ Revision week
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Year 4: Grammar and punctuation

Word: The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]

Text: Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials

Terminology for pupils: determiner pronoun, possessive pronoun adverbial

Year 5: Grammar and punctuation

Word: Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

Text: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Punctuation: Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity

Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 4/5: Texts to support writing/Genres covered

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>'Theseus and the minotaur'</i> Character description -word class Poetry -word class Non-chronological report -conjunctions (Y5 co ordinating) -conjunctions (Y5 subordinating) Letter -prepositions (Y5 prepositional phrases) <i>The Night Bus Hero</i> Character profile -expanded noun phrases Informal letter	<i>Day of the Dead (film unit)</i> Setting description -fronted adverbials Information text - standard English <i>Series of unfortunate events</i> <i>Lemony Snickett</i> Different viewpoints -pronouns (Y5 possessive &relative) Diary entry - brackets Narrative -punctuation practise (Y5 brackets) -inverted commas <i>Coming Home</i> Narrative	<i>'The Tempest'</i> Character description -relative pronouns (Y5 relative clauses) Persuasive writing -linking ideas in a paragraph Care guide -headings and subheadings -modal verbs <i>Survivors</i> Survival guide - commas in lists (Y5 commas for parenthesis) Poetry -standard English	<i>'Anglo Saxon boy'</i> Job advert and Letter of application -Adverbs of possibility Newspaper article - linking paragraphs -articles and determiners <i>Beowulf</i> Biography - punctuation practise (Y5 dashes) -time openers Kennings poem - standard English	<i>'The Lion, the witch and the wardrobe'</i> Postcard -prepositional phrases Character description -expanded noun phrases/ relative clauses Instructions -standard English <i>Dracula's Whitby</i> Narrative (create atmosphere, build tension and suspense) -commas after adverbials -commas	<i>Framed</i> Newspaper article -punctuation practise (y5 brackets) -standard English Descriptive writing - adverbials Discussion -commas (Y5 commas ambiguity) -direct and indirect speech <i>The London Eye Mystery</i> Conversation -inverted commas Diary entry -expanded noun phrases (subordinate clauses)

-articles and determiners Comic strip -apostrophes	-prepositions (Y5 prepositional phrases)				
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Year 4/5: reading objectives

Year 4

Use punctuation to determine intonation and expression when reading aloud, to a range of audiences.

Read and discuss a range of fiction, poetry and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts.

Analyse and evaluate texts looking at language, structure and presentation.

Analyse different forms of poetry e.g. haiku, limericks, kennings.

Read books and texts for a range of purposes and respond in a variety of ways.

Analyse and compare a range of plot structures.

Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.

Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.

Explain the meaning of key vocabulary within the context of the text.

Make predictions based on information stated and implied.

Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.

Draw inference around a character's thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

Identify main ideas drawn from more than one paragraph, summarising these e.g. character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.

Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.

Scan for dates, numbers and names.

Explain how paragraphs are used to order or build up ideas, and how they are linked.

Navigate texts to locate and retrieve information in print and on screen.

Develop, agree on and evaluate rules for effective discussion

Make and respond to contributions in a variety of group situations.

Year 5

Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Discuss a range of fiction, poetry, plays and non-fiction which they might not choose to read themselves.

Explore themes within and across texts e.g. loss, heroism, friendship.

Make comparisons within a text e.g. characters' viewpoints of same events.

Analyse the conventions of different types of writing e.g. Use of first person in autobiographies and diaries.

Read books and texts that are structured in different ways for a range of purposes.

Express preferences about a wider range of books including modern fiction, traditional stories and myths and legends.

Checking that the book makes sense to them and demonstrating understanding e.g. through discussion.

Explore meaning of words in context.

Demonstrate active reading strategies e.g. generating questions to refine thinking.

Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence.

Predict what might happen from information stated and implied.

Re-read and read ahead to locate clues to support understanding.

Scan for key words and text marking to locate key information.

Summarise main ideas drawn from more than one paragraph and identify key details which support this.

Year 4/5: Texts to support Reciprocal Reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A Kind of Magic – The Creature	Volcanoes – The Earth’s Powerhouses	Shakespeare – Dilemma	A bottled Mystery	Forces – Three Laws	Brazil – Rio de Janeiro
The Romans – Have a Bath	Prediction Adventure – The Grey Day	Adventure and Survival – Megan Hine	-Chapter 1 The Crime	Forces – Gravity	Brazil – the River Trader
What is pink?	Trains – Diary from a Train	The River (Valerie Bloom)	-Chapter 2 The Suspect	Japan – A Guide to Japanese Woodcutting	Eco – Letter
Living Things – Life Cycle of a Flowering Plant	Persuasive Texts – Letter Home	After the Romans – Early Arrivals	-Chapter 3 The Red Herring	Prediction Adventure – The Cup Final	Eco – Dear Humans
The Romans – Pompeii	Christmas – To My True Love	After the Romans – Mythology	-Chapter 4 The Solution	Vikings – Gods	Frankenstein – Impact
Medical Conditions – Dyslexia	Christmas – The Gift of the Magi	Anglo Saxons – End of it All	-Chapter 5 Newspaper	Colonel Fazackerley Butterworth Toast	Rainforests – Threats
Persuasive Texts – No Homework	Christmas – The Yule Lads				Letters – Invitation to Join a Secret Society
World War II – The Wexbridge Crier					

Year 4: Texts to support reading comprehension

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>The children of green Knowe (fiction)</i> Lucy M Boston	<i>The diary of a killer cat (fiction)</i> Anne Fine	<i>The scroll of Alexandria: A Lottie Lipton adventure (fiction)</i> Dan Metcalf	<i>Mackeral and chips (fiction)</i> Michael Morpurgo	<i>Charlotte's web (fiction)</i> E B white	<i>How to train your dragon (fiction)</i> Cressida Cowell
<i>War Boy (fiction)</i> Michael Foreman	<i>Harriet's hare (fiction)</i> Dick King-Smith	<i>The better brown stories (fiction)</i> Allan Ahlberg	<i>Oliver Twist's childhood (fiction)</i> Charles Dickens	<i>Stuart Little (fiction)</i> E B White	<i>How to train your dragon (2) (fiction)</i> Cressida Cowell
<i>Knight survival guide- Are you tough enough? (non-fiction)</i> Anna Claybourne	<i>Are you wasting good food (non-fiction)</i> Kate Ruttle	<i>What is a robot? (non-fiction)</i> Kate Ruttle	<i>The Battle of Britain (non-fiction)</i> Gillian Clements	<i>Epic: Animal migrations (non-fiction)</i> Camilla de la Bedoyere	<i>An Egyptian myth (fiction)</i> Kate Ruttle
<i>Knight survival guide- Are you tough enough? (2) (non-fiction)</i> Anna Claybourne	<i>Would you eat less than perfect fruit and vegetables? (non-fiction)</i> Kate Ruttle	<i>Robots in films and Tv programmes (non-fiction)</i> Kate Ruttle	<i>Dunkirk (non-fiction)</i> Kate Ruttle	<i>Epic: Animal migrations (2) (non-fiction)</i> Camilla de la Bedoyere	<i>A Korean myth (fiction)</i> Kate Ruttle
<i>Childhood tracks (poetry)</i> James Berry	<i>The Green ship (fiction)</i> Quentin Blake	<i>A small dragon (poetry)</i> Brian pattern	<i>A dream of elephants (poetry)</i> Tony Mitton	<i>The kitten at play (poetry)</i> William Wordsworth	<i>Cliffhanger (fiction)</i> Jacqueline Wilson
<i>Hot food (poetry)</i> Michael Rosen	<i>Homesick Buggy the Beagle (non-fiction)</i>	<i>The spirit of place (poetry)</i> Richard Brown		<i>Letting the light (poetry)</i> Elizabeth Lindsay	<i>Rocket balloon (non-fiction)</i> <i>Daddy fell into the pond (poetry)</i> Alfred Noyes

<i>The pudding like a night on the sea (fiction)</i> Ann Cameron		<i>The little ghost (fiction)</i> Otfried Preussler			
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Year 5: Texts to support reading comprehension

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Stig of the dump (fiction)</i> Clive King	<i>The cat who walked by himself (fiction)</i> Rudyard Kipling	<i>Skellig (fiction)</i> David Almond	<i>Robert the Bruce and the spider (fiction)</i> Geraldine McCaughrean	<i>Granny (fiction)</i> Anthony Horowitz	<i>Thursday's child (fiction)</i> Noel Streatfeild
<i>The little white horse (fiction)</i> Elizabeth Goudge	<i>The winged horse (fiction)</i>	<i>Oranges in no man's land (fiction)</i> Elizabeth Laird	<i>A career in witchcraft (fiction)</i> Kaye Umansky	<i>The Crime solvers (fiction)</i> Kate Ruttie	<i>Our friend Jennings (fiction)</i> Anthony Buckeridge
<i>Jacky Daydream (non-fiction)</i> Jacqueline Wilson	<i>Just helping my family (non-fiction)</i>	<i>Life explosion (non-fiction)</i> Kate Ruttie	<i>Being a pro snowboarder (non-fiction)</i> Cindy Kleh	<i>Digital citizens – Health and wellness (non-fiction)</i> Ben Hubbard	<i>Moon Tales (fiction)</i> Rina Singh
<i>Sir Billy Butlin (non-fiction)</i> Kate Ruttie	<i>Mikael saves the day (non-fiction)</i>	The first Hominids (non-fiction) Kate Ruttie	<i>Brazilian dance (non-fiction)</i> Liz Gogery	<i>Digital citizens – Health and wellness (2) (non-fiction)</i> Ben Hubbard	<i>Zhou Chau and the three beasts (fiction)</i> Kate Ruttie
<i>I am Malala (non-fiction)</i> Mala Yousafzai	<i>The peacock (poetry)</i> Cynthia Ryder	<i>Tell me. Tell me, Sarah Jane (poetry)</i> Charles Causley	<i>Bridget Riley (non-fiction)</i>	<i>The demon headmaster (fiction)</i> Gillian Cross	<i>You can't be that (poetry)</i> Brian Patten
<i>Who are refugees and migrants (non-fiction)</i> Michael Rosen/ Annmarie Young		<i>If I had wings (poetry)</i> Pie Corbett		<i>On turning ten (poetry)</i> Billy Collins	<i>Foreign lands (poetry)</i> R L Stevenson
		<i>Woolly Mammoth (non-fiction)</i>			<i>Senses (non-fiction)</i>

<i>The Mozart question</i> (fiction) Michael Morpurgo					
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Year 4/5: Reading for pleasure texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
So you think you've got it bad; Rome (non-fiction)	Coming to England (protected characteristics)	Anglo Saxon Boy (Historical Fiction)	Goldfish boy (protected characteristics)	I Don't Like Poetry / My Heart is a Poem (Poetry)	All Things that could go wrong (protected Characteristics)