

### Pupils in Year 4 should be taught to:

#### Reading:

##### **Develop positive attitudes to reading and understanding of what they read by:**

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (*e.g. free verse, narrative poetry etc*)

##### **Understand what they read, in books they can read independently, by:**

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

##### **Retrieve and record information from non-fiction**

##### **Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**

#### Reading assessment evidence in Year 4 should focus on:

Different forms of poetry; stories; plays; non-fiction; fantasy stories; reference books or textbooks; use of dictionaries; whole books; library use; drama and multi-modal text. In addition to this, pupils should be provided with opportunities to:

- develop positive attitudes to reading
- develop wider breadth and depth in their own reading
- read silently
- decode accurately and fluently at age-appropriate level
- develop fluency, expression and enjoyment of reading
- justify their views about what they have read independently
- improve comprehension through high-quality discussion with the teacher and each other
- develop their knowledge and skills in reading non-fiction from a wider range of subjects
- take part in effective discussion more independently
- broaden their vocabulary

### Writing:

#### In Spelling:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt - see English appendix 1
- 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 the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

#### In Handwriting:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

#### In Composition:

##### *Plan their writing by:*

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

##### *Draft and write by:*

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

##### *Evaluate and edit by:*

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

#### In Vocabulary, Grammar and Punctuation:

##### *Develop their understanding of key concepts by:*

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for Year 4

##### *Indicate grammatical and other features by:*

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand grammatical terminology accurately and appropriately when discussing their writing and reading

**Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading**

**Continue to develop independent spelling by:**

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- 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 the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

**Develop their understanding of key concepts (set out in English Appendix 2 table below) by:**

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for Year 4 (set out in the English Appendix 2 table below)

**Indicate grammatical and other features by:**

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

**English - Appendix 2: Vocabulary, grammar and punctuation**

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<b>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]</b>
<b>Sentence</b>	<b>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.]</b>
<b>Text</b>	<b>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</b>
<b>Punctuation</b>	<b>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</b>
<b>Terminology for pupils</b>	<b>determiner, pronoun, possessive pronoun, adverbial</b>

## English Curriculum Overview – Year 4

Text	<p><b>Treasure Island</b> <i>Robert Louis Stevenson</i></p>  <p>Classic Fiction</p>	<p><b>Agent Asha: Mission Shark Bytes</b> <i>Sophie Deen</i></p>  <p>Action/Adventure</p>	<p><b>The 1000 Year Old Boy</b> <i>Ross Welford</i></p>  <p>Fantasy/Historical</p>	<p><b>New &amp; Collected Poems</b> <i>Carol Ann Duffy</i></p>  <p>Character Poetry</p>
Reading	<ul style="list-style-type: none"> <li>Read aloud with fluency and expression taking punctuation into account</li> <li>Identify words or phrases that capture interest and imagination</li> <li>Express personal responses to fiction, non-fiction and poetry</li> <li>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main theme of a text</li> <li>Discuss how shades of meaning can affect understanding</li> <li>Explain the meaning of words in context</li> <li>Understand the difference between what is written and what is implied</li> </ul>	<ul style="list-style-type: none"> <li>Perform playscripts and poems aloud using intonation, tone and volume</li> <li>Scan texts to locate specific information</li> <li>Skim read texts to develop the general impression of what has been written</li> <li>Make structured responses by stating the point, finding evidence and explaining ideas</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main purpose of texts in relation to the reader</li> <li>Demonstrate understanding of figurative language (e.g. similes, metaphors)</li> <li>Ask own questions to improve understanding of a text</li> <li>Summarise the main ideas drawn from more than one paragraph</li> </ul>
Writing	<ul style="list-style-type: none"> <li><b>Narrative</b> – Write own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures</li> <li><b>Description</b> - Write a report with a clear audience and specific form, managing shifts between past and present tense</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative</b> - Plan and write a story by identifying the main stages of writing e.g. introduction, build up, conflict and resolution</li> <li><b>Explanation</b> - Write an explanation in an impersonal style adopting the use of appropriate language and grammar</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative</b> - Write in role as an alternative character from a familiar story</li> <li><b>Recount</b> - Write a recount in the form of a newspaper report. Use direct quotes and link paragraphs together appropriately</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative</b> - Use of figurative language including simile, metaphor, personification and alliteration</li> <li><b>Persuasion</b> - Write an advertisement using exaggerated claims, tactics for grabbing attention and a range of linguistic devices</li> </ul>
Grammar & Punctuation	<ul style="list-style-type: none"> <li>Full stops, question marks and exclamation marks to demarcate end of sentences</li> <li>Statements, questions, commands &amp; exclamations</li> <li>Use of capital letters for the start of sentences and proper nouns</li> <li>Identifying and using nouns, adjectives, verbs and adverbs</li> <li>Use of commas to separate main and subordinate clauses</li> <li>Identifying and using co-ordinating conjunctions (FANBOYS) and subordinating conjunctions (ISAWAWABAB)</li> </ul>	<ul style="list-style-type: none"> <li>Use of commas to separate items in a simple list</li> <li>Identifying and using prepositions for place and time e.g. on, under, in, after, before etc.</li> <li>Identifying and using pronouns to avoid repetition e.g. she, it, this etc.</li> <li>Identifying and using determiners to introduce/classify a noun e.g. a boy, an owl, the girl etc.</li> <li>Use of commas to separate adjectives used in noun phrases</li> <li>Correct function of expanded noun phrases including determiner, adjective(s), noun and prepositional phrase</li> </ul>	<ul style="list-style-type: none"> <li>Use of punctuation to demarcate direct speech</li> <li>Correct function for using direct speech</li> <li>Use of commas to indicate the use of fronted adverbials for time, place and manner</li> <li>Correct use of fronted adverbials to indicate time, place and manner</li> <li>Use of paragraphs to organise ideas around a theme</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of root words and related words e.g. microwave, microscope etc.</li> <li>Use of simple tenses, ensuring consistency of verbs in chosen tense, and converting between tenses successfully</li> <li>Use of commas to separate items in a simple list</li> <li>Identification and use of perfect tense as opposed to simple tense e.g. 'I had walked'</li> <li>Identification and use of past and present progressive tenses as opposed to simple tense e.g. 'I was walking', 'I am walking' etc.</li> </ul>
Spelling	<ul style="list-style-type: none"> <li><b>Prefixes:</b> Adding 'mis', 'un', 'in' and 'dis' to root words e.g. misplace, unwell, incomplete, dislike etc.</li> <li><b>'Zhuh' sound spelt 'sure':</b> Words ending in 'sure' that make the 'zhuh' sound e.g. pleasure, treasure etc.</li> <li><b>'Uh' sound spelt 'ou':</b> Words containing a letters ou that make 'uh' sound e.g. double, trouble etc.</li> <li><b>Prefixes:</b> Adding 'auto' to root words e.g. autograph, autopilot etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Suffixes:</b> Adding 'ly' to root words that end in 'y' e.g. happy - happily - etc.</li> <li><b>Prefixes:</b> Adding 'inter' to root words e.g. interact, international etc.</li> <li><b>Homophones:</b> Words with the same sound but different spelling/meaning e.g. main &amp; mane</li> <li><b>'Ay' sound spelt 'eigh', 'ei' or 'ey':</b> e.g. eight, vein, grey etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>'Zhun' sound spelt 'sion':</b> Words ending in 'sion' that make the 'zhun' sound e.g. confusion, explosion etc.</li> <li><b>Prefixes:</b> Adding 'il', 'un', 'in', 'mis' and 'dis' to root words e.g. illegal, unavailable, inactive, misheard, dislike</li> <li><b>'C' sound spelt 'que' and 'g' sound spelt 'gue':</b> e.g. unique, fatigue etc.</li> <li><b>Homophones:</b> Words with the same sound but different spelling/meaning e.g. heal &amp; heel</li> </ul>	<ul style="list-style-type: none"> <li><b>Adding 'ir' to root words beginning with 'r'</b> e.g. irregular, irresponsible etc.</li> <li><b>Suffixes:</b> Adding 'ion' to root words ending in 'ss' and 't' e.g. express - expression, submit - submission - etc.</li> <li><b>Suffixes:</b> Adding 'ion' to root words ending in 'd' and 'e' e.g. extend - extension, tense - tension - etc.</li> </ul>