

English Curriculum - Year 4

| Genres | | | |
|--|--|--|---|
| Autumn | Spring | Summer | |
| <ul style="list-style-type: none"> ESB Entry Level Award in Speech (Entry 2) <ul style="list-style-type: none"> Playscripts Poetry - Exploring Form / Images | <ul style="list-style-type: none"> Imaginary Worlds (Setting Description) <ul style="list-style-type: none"> Recounts (Newspaper) Explanation Text | <ul style="list-style-type: none"> Stories with Issues & Dilemmas (Diary) Stories from Other Cultures (Narrative) <ul style="list-style-type: none"> Discussion/Balanced Argument | |
| Spoken Language | | | |
| LKS2 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Engage in discussions, making relevant points. Ask for specific additional information to clarify. Understand the meaning of some phrases beyond the literal interpretation. Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. Use verbs with irregular endings. Use a mixture of sentence lengths to add interest to discussions and explanations. | | |
| Phonics | | | |
| Teaching of Phonics, during English lessons, will continue for children who did not complete Grey group in RWI by the end of Year 3. Children who are below ARE read daily to an adult; if children have gaps in their Phonics knowledge, they receive daily Phonics Tuition. | | | |
| Reading - Word Reading | Reading - Comprehension | | |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 [for example, free verse, narrative poetry] 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. | | |
| Vocabulary, Grammar and Punctuation | | | |
| Text Structure | Sentence Structure | Punctuation | Terminology for Pupils |
| <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences</p> | <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials</p> <p><i>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</i></p> <p><i>Using the present perfect form of verbs in contrast to the past tense.</i></p> <p><i>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</i></p> <p><i>Using conjunctions, adverbs and prepositions to express time and cause.</i></p> | <p>Use of speech marks to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> | <p>pronoun, possessive</p> <p>pronoun, adverbial</p> |
| Composition (Planning, Writing and Editing) | | | |
| Year 4 | Planning | Draft and Write | Evaluate and Edit |
| | <p>a. discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary</p> <p>b. discussing and recording ideas</p> | <p>a. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>b. organising paragraphs around a theme</p> <p>c. in narrative texts, creating settings, characters and plot</p> <p>d. in non-narrative texts, using simple organisational devices such as headings and sub-headings</p> <p>e. using the perfect form of verbs to mark relationships of time and cause</p> | <p>a. assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>b. proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear |
| Writing - Transcription (Spelling) | | Writing - Handwriting | |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (Appendix 1) spell further homophones spell words that are often misspelt (Appendix 1) use the first two or three 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. | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, e.g. 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. | |