

Year 4	COMPREHENSION	COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION	SPELLINGS	CLASS READER
<p>TERM 1 SEPT -DEC</p>	<p>-Non-fiction; Webpage; Thrills city</p> <p>-Poetry; I love our orange tent.</p> <p>-Poetry; The donkey.</p> <p>-Non-fiction; news report; The Accident</p> <p>-Non-fiction; diary; Holiday diary</p>	<p>-Improving story planning. <i>Story mountains; 5 stages Who?where?when? Why?what? how?</i></p> <p>-Improve story writing; Different settings (cave, forest, moon) using; <i>Adjective, preposition, verb, adverbs. similes metaphors.</i></p> <p>-Poetry writing; <i>List poems Shape poems Tongue twisters Cinquain poems Haikus</i></p>	<p>-Dictionary definitions/ Using a dictionary</p> <p>-Word families/Root words/Word classes</p> <p>-Nouns with prefixes</p> <p>-Standard English word choices</p> <p>-Parts of speech</p> <p>-Sentences and phrases</p> <p>-Apostrophes to show possession/ contractions</p> <p>-Full stops, exclamations and question marks</p> <p>-Singular and plural nouns</p> <p>-Noun phrases</p> <p>-Using a and an.</p>	<p>-Adding suffixes beginning with vowels.</p> <p>-The i sound spelt with y</p> <p>-The u sound spelt with ou</p> <p>-Prefixes; dis and mis</p> <p>-Prefixes; in, ir, im and il</p> <p>-Prefixes; re and inter</p> <p>-Prefixes; sub and super</p> <p>-Prefixes; sub and super</p> <p>-Prefixes; anti and auto</p> <p>-The suffix -ation and ly</p> <p>-The pattern sure, as in measure</p>	<p><i>The Iron man</i></p> <p><i>George's Marvellous Medicine</i></p>
<p>TERM 2 JANUARY -MARCH</p>	<p>-Fiction; fable; The eagle and the turtle.</p> <p>-Fiction; classic; Cockadoodle- Doo, Mr Sultana.</p> <p>-Playscript; In the Rue Bel Tesoro</p> <p>-Fiction; The Day the Helicopters Came.</p> <p>-Poetry; Humans- Friends or Foes</p>	<p>-Organising information correctly; <i>Bullet points, Sub headings Summarising facts and events</i></p> <p>-Writing factsheet <i>Use diagrams Captions Numbers Simple explanations</i></p> <p>-Instructional writing <i>Make a sandwich Make a cup of tea Play a game</i></p> <p>-Improve story writing; <i>Setting, characters and using realistic themes.</i></p>	<p>-Using pronouns to make writing clear</p> <p>-Using pronouns within/across sentences.</p> <p>-Adverbs and adverbials to show how, time and place.</p> <p>-Adjectives to compare</p> <p>-Commas in lists</p> <p>-Fronted adverbials</p> <p>-Conjunctions to show time and cause</p> <p>-Plurals and possessive 'S</p> <p>-Using paragraphs</p> <p>-Standard and non-standard verbs</p> <p>-Verbs and tenses (past and perfect forms)</p>	<p>-The endings -ture and -cher</p> <p>-The endings -tion -sion -ssion -cian -ious (2 weeks)</p> <p>-The k sound as ch</p> <p>-The sh sound as ch</p> <p>-The k sound as -que and the g sound as -gue</p> <p>-The s sound as sc</p> <p>-The ay sound as ei, eigh and ey</p> <p>-The possessive apostrophe with plural words</p> <p>-Homophones and near-homophones (4 weeks)</p> <p>-Tricky words/plurals</p>	<p><i>Charlotte's Web</i></p> <p><i>The Lion, the Witch and the Wardrobe</i></p>

<p>TERM 3 APRIL- JULY</p>	<p>-Fiction; Angry Arthur and Poetry.</p> <p>-Non-fiction; Feathered record breakers.</p> <p>-Non-fiction; What is the Sun?</p>	<p>-Persuasive writing; <i>AFOREST technique</i></p> <p><i>Selling an item/idea</i></p> <p><i>To do/ not do something</i></p> <p>-Writing a newspaper report. <i>One sided and balanced examples.</i></p> <p>-Story writing; <i>Write a story based on 1 of 5 themes OR original idea</i></p>	<p>-Prepositions to show place and time</p> <p>-Main and subordinate clauses</p> <p>-Determiners</p> <p>-Commas after fronted adverbials</p> <p>-Punctuating direct speech</p> <p>-Making pronouns clear</p> <p>-Co-ordinating and subordinate conjunctions</p> <p>-Giving reasons; Cause and effect</p> <p>-Negative sentences</p> <p>-Adjectives with prefixes and suffixes</p>	<p>-Topic words; mathematics and English</p> <p>-Prefixes; al , a , as and be</p> <p>-Spellings patters; gue, gu, qu, que</p> <p>-Letter strings; ear, gh</p> <p>-Topic words; science and geography</p> <p>-Adding ed, ing</p> <p>-Suffixes; al, able, ic, ive, ise, ify, ate, en (2 weeks)</p> <p>-Say the syllable</p> <p>-Greek and Latin words -Roots and affixes - Topic words; School subjects</p> <p>-Word families</p>	<p><i>The Lion, the Witch and the Wardrobe</i></p>
-----------------------------------	---	---	---	---	--

## Year 4 Assessment

### Speaking and listening

- listen and respond appropriately to adults and their peers.
- 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 feeling
- 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
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

### Reading

#### Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.

### Comprehension

- develop positive attitudes to reading, and an understanding of what they read, by:
  - i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - ii. reading books that are structured in different ways and reading for a range of purposes
  - iii. using dictionaries to check the meaning of words that they have read
  - iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - v. identifying themes and conventions in a wide range of books
  - vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - vii. discussing words and phrases that capture the reader's interest and imagination
  - viii. recognising some **different forms of poetry**
  
- understand what they read, in books they can read independently, by
  - i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - ii. asking questions to improve their understanding of a text
  - iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - iv. predicting what might happen from details stated and implied
  - v. identifying main ideas drawn from more than 1 paragraph and summarising these
  - vi. 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.

### Writing

#### Spelling

- 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 and irregular plurals
- 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.

#### Handwriting and Presentation

- 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

#### Composition

- Plan their writing by:
  - i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - ii. discussing and recording ideas
  
- Draft and write by:

- i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - ii. organising paragraphs around a theme
  - iii. in narratives, creating settings, characters and plot
  - iv. in non-narrative material, using simple organisational devices
- Evaluate and edit by:
    - i. assessing the effectiveness of their own and others' writing and suggesting improvements
    - ii. 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.

### Vocabulary, grammar & punctuation

- develop their understanding of the concepts from Year 3/4 by:
  - i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - ii. using the present perfect form of verbs in contrast to the past tense
  - iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - iv. using conjunctions, adverbs and prepositions to express time and cause
  - v. using fronted adverbials
  - vi. learning the grammar for years 3 and 4.
- indicate grammatical and other features by:
  - i. using commas after fronted adverbials
  - ii. indicating possession by using the possessive apostrophe with singular and plural nouns
  - iii. using and punctuating direct speech
- use and understand the grammatical terminology in years 3/4 accurately and appropriately in discussing their writing and reading.

### **Methodology**

- Communicative and active methodology along with class participation and demonstration.
- There are four, one- hour lessons of English per week at Key Stage 2 in year 4.
- Weekly/bi-weekly spelling test(s)
- Termly reading comprehension test(s)
- Termly writing test(s)
- Termly vocabulary, grammar and punctuation test(s)

### **YEAR 4 assessment criteria**

Speaking and listening-20%  
Reading-20%  
Spelling-20%  
Comprehension-20%  
Composition-20%

Charles Armstrong



EMBAJADA  
DE ESPAÑA  
EN REINO UNIDO

CONSEJERÍA DE EDUCACIÓN  
INSTITUTO ESPAÑOL  
VICENTE CAÑADA BLANCH

2018-2019