

| YEAR 4                               | COMPREHENSION  | COMPOSITION   | VOCABULARY, GRAMMAR AND PUNCTUATION   | SPELLINGS  | CLASS READER   |
|--------------------------------------|--|---|---|--|--|
| TERM 1<br>SEPTEMBER<br>-<br>DECEMBER | -Non-fiction; Webpage; Thrills city<br><br>-Poetry; I love our orange tent.<br><br>-Poetry; The donkey.<br><br>-Non-fiction; news report; The Accident<br><br>-Non-fiction; diary; Holiday diary                                 | -Improving story planning.<br><i>Story mountains; 5 stages</i><br><i>Who?where?when?</i><br><i>Why?what? how?</i><br><br>-Improve story writing; Different settings (cave, forest, moon) using;<br><i>Adjective, preposition, verb, adverbs, similes metaphors.</i><br><br>-Poetry writing;<br><i>List poems</i><br><i>Shape poems</i><br><i>Tongue twisters</i><br><i>Cinquain poems</i><br><i>Haikus</i>                | -Dictionary definitions/ Using a dictionary<br><br>-Word families/Root words/Word classes<br><br>-Nouns with prefixes<br><br>-Standard English word choices<br><br>-Parts of speech<br><br>-Sentences and phrases<br><br>-Apostrophes to show possession/contractions<br><br>-Full stops, exclamations and question marks<br><br>-Singular and plural nouns<br><br>-Noun phrases<br><br>-Using a and an.                            | -Adding suffixes beginning with vowels.<br><br>-The i sound spelt with y<br><br>-The u sound spelt with ou<br><br>-Prefixes; dis and mis<br><br>-Prefixes; in, ir, im and il<br><br>-Prefixes; re and inter<br><br>-Prefixes; sub and super<br><br>-Prefixes; sub and super<br><br>-Prefixes; anti and auto<br><br>-The suffix -ation and ly<br><br>-The pattern sure, as in measure   | <i>The Iron man</i><br><br><i>George's Marvellous Medicine</i> |
| TERM 2<br>JANUARY<br>-MARCH          | -Fiction; fable; The eagle and the turtle.<br><br>-Fiction; classic; Cockadoodle- Doo, Mr Sultana.<br><br>-Playscript:In the Rue Bel Tesoro<br><br>-Fiction;The Day the Helicopters Came.<br><br>-Poetry; Humans-Friends or Foes | -Organising information correctly; <i>Bullet points, Sub headings Summarising facts and events</i><br><br>-Writing factsheet<br><i>Use diagrams</i><br><i>Captions</i><br><i>Numbers</i><br><i>Simple explanations</i><br><br>-Instructional writing<br><i>Make a sandwich</i><br><i>Make a cup of tea</i><br><i>Play a game</i><br><br>-Improve story writing;<br><i>Setting, characters and using realistic themes.</i> | -Using pronouns to make writing clear<br><br>-Using pronouns within/across sentences.<br><br>-Adverbs and adverbials to show how, time and place.<br><br>-Adjectives to compare<br><br>-Commas in lists<br><br>-Fronted adverbials<br><br>-Conjunctions to show time and cause<br><br>-Plurals and possessive 'S<br><br>-Using paragraphs<br><br>-Standard and non-standard verbs<br><br>-Verbs and tenses (past and perfect forms) | -The endings -ture and -cher<br><br>-The endings -tion -sion -ssion -cian -ious (2 weeks)<br><br>-The k sound as ch<br><br>-The sh sound as ch<br><br>-The k sound as -que and the g sound as -gue<br><br>-The s sound as sc<br><br>-The ay sound as ei, eigh and ey<br><br>-The possessive apostrophe with plural words<br><br>-Homophones and near-homophones (4 weeks)<br><br>-Tricky words/plurals                               | <i>Charlotte's Web</i>   |
| TERM 3<br>APRIL-<br>JULY             | -Fiction; Angry Arthur and Poetry.<br><br>-Non-fiction; Feathered record breakers.<br><br>-Non-fiction; What is the Sun?   | -Persuasive writing;<br><i>AFOREST technique</i><br><br><i>Selling an item/idea</i><br><br><i>To do/ not do something</i><br><br>-Writing a newspaper report.<br><i>One sided and balanced examples.</i><br><br>-Story writing;<br><i>Write a story based on 1 of 5 themes OR original idea</i>   | -Prepositions to show place and time<br><br>-Main and subordinate clauses<br><br>-Determiners<br><br>-Commas after fronted adverbials<br><br>-Punctuating direct speech<br><br>-Making pronouns clear<br><br>-Co-ordinating and subordinate conjunctions<br><br>-Giving reasons; Cause and effect<br><br>-Negative sentences<br><br>-Adjectives with prefixes and suffixes  | -Topic words; mathematics and English<br><br>-Prefixes; al , a , as and be<br><br>-Spellings patters; gue, gu, qu, que<br><br>-Letter strings; ear, gh<br><br>-Topic words; science and geography<br><br>-Adding ed, ing<br><br>-Suffixes; al, able , ic, ive, ise, ify, ate , en (2 weeks)<br><br>-Say the syllable<br><br>-Greek and Latin words<br><br>-Roots and affixes<br>- Topic words; School subjects<br><br>-Word families | <i>Charlotte's Web</i>   |

## **Year 4 assessment criteria**

### **Speaking and listening**

- En4/1a listen and respond appropriately to adults and their peers.
- En4/1b ask relevant questions to extend their understanding and knowledge
- En4/1c use relevant strategies to build their vocabulary
- En4/1d articulate and justify answers, arguments and opinions
- En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En4/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En4/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En4/1h speak audibly and fluently with an increasing command of Standard English
- En4/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En4/1j gain, maintain and monitor the interest of the listener(s)
- En4/1k consider and evaluate different viewpoints, attending to and building on the contributions of others .
- En4/1l select and use appropriate registers for effective communication

### **Reading**

#### **Word Reading**

- En4/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- En4/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### **Comprehension**

- En4/2.2a 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**
- En4/2.2b 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
- En4/2.2c retrieve and record information from non-fiction
- En4/2.2d 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**

- En4/3.1a use further prefixes and suffixes and understand how to add them
- En4/3.1b spell further homophones
- En4/3.1c spell words that are often misspelt
- En4/3.1d place the possessive apostrophe accurately in words with **regular plurals** and in words with **irregular plurals**
- En4/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary
- En4/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

#### **Handwriting and Presentation**

- En4/3.2a 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

En4/3.2b [increase the legibility, consistency and quality of their handwriting](#)

### Composition

En4/3.3a 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

En4/3.3b 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 (See English [Appendix 2](#))
- ii. organising paragraphs around a theme
- iii. in narratives, creating settings, characters and plot
- iv. in non-narrative material, using [simple organisational devices](#)

En4/3.3c 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

En4/3.3d proofread for spelling and punctuation errors

En4/3.3e 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

En4/3.4a develop their understanding of the concepts from Year 3 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.

En4/3.4b 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

En4/3.4c use and understand the grammatical terminology in [Year 3](#) accurately and appropriately in discussing their writing and reading.

| <b>Year 4: Detail of content to be introduced (statutory requirement)</b> |  |
|---|--|
| <b>Word</b>   | The grammatical difference between <b>plural</b> and <b>possessive –s</b><br>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]   |
| <b>Sentence</b>   | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )<br><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]   |
| <b>Text</b>   | Use of paragraphs to organise ideas around a theme<br>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition  |
| <b>Punctuation</b>  | Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]<br><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ]<br>Use of commas after <b>fronted adverbials</b> |
| <b>Terminology for pupils</b>   | determiner<br>pronoun, possessive pronoun<br>adverbial   |