



## Year 4 English Curriculum

<b>READING</b>	<b>Word Reading</b>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).</p> <p>Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).</p>
	<b>Comprehension</b>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books.</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity..</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p> <p>Understand what he/she reads independently by predicting what might happen from details stated and implied.</p> <p>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.</p> <p>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</p> <p>Retrieve and record information from non-fiction over a wide range of subjects.</p> <p>Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>

<b>WRITING</b>	<b>Transcription</b>	<p><b><u>Spelling</u></b>          Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.          Understand and add suffixes -ation, -ous.          Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.          Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.          Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.          Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1).          Spell words with the 's' sounds spelt 'sc' e.g. science, scene.          Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.          Use the first three or four letters of a word to check its spelling in a dictionary.          Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b><u>Handwriting</u></b>          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 his/her 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.</p>
	<b>Composition</b>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar.          Plan his/her writing by discussing and recording ideas.          Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2).          Draft and write by organising paragraphs around a theme.          Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.          Draft and write non-narrative material, using simple organisational devices          Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements          Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.          Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.          Confidently read his/her 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.</p>
	<b>Vocabulary, Grammar and Punctuation</b>	<p>Understands the grammatical difference between plural and possessive -s.          Use 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.          Use 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 e.g. Later that day, I heard the bad news.          Use paragraphs to organise ideas around a theme.          Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.          Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas.          Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.          Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial.</p>