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| **St Peter’s Catholic** **Primary School**   | **Year 4.** **English Curriculum** | **Terminology for pupils**determinerpronoun, possessive pronounadverbial |
| **Reading - Word**Throughout year 4 children will:* 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
* read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
 | **Reading – Comprehension** Throughout year 4 children will develop positive attitudes to reading and understanding of what they read by: * listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* using dictionaries to check the meaning of words that they have read
* 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)
* identifying how language, structure, and presentation contribute to meaning
* understand what they read, in books they can read independently e.g. asking questions to improve their understanding of a text, drawing inferences, predicting, identifying main ideas, paragraph and summarising these. identifying how language, structure, and presentation contribute to meaning, retrieve and record information.
 | **Spoken Language**Throughout year 4 children will:* Speak clearly and confidently in a range of contexts, including longer speaking turns.(SL1)
* Adapt tone of voice, use of vocabulary and non-verbal features for different audiences. (SL2)
* Take turns in discussion, building on what others have said. (SL3)
* Listen and respond appropriately to others’ views and opinions. (SL4)
* Listen and remember a sequence of instructions. (SL5)
* Practise to improve performance when reading aloud. (SL6)
* Begin to adapt movement to create a character in drama. (SL7)
* Develop sensitivity to ways that others express meaning in their talk and non-verbal communication. (SL8)
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| **St Peter’s Catholic** **Primary School**   | **Year 4.** **English Curriculum** | **Terminology for pupils**preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) |
| **Writing – Composition**Throughout Year 4 children will be taught to write 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 (See Appendix 2)
* Introduction to paragraphs as a way to group related material
* Headings and sub-headings to aid presentation
* Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
* proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
* evaluate, edit and proof-read for spelling and punctuation errors
* read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
* Use paragraphs to organise ideas around a theme.
* Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
 | **Writing – Transcription**Throughout Year 4 children will be taught to spell by:* use further prefixes and suffixes and understand how to add them (App 1)
* spell further homophones
* spell words that are often misspelt (App 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.
* Formation of nouns using a range of prefixes [for example super–, anti–, auto–]
* Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
* place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] its vs it’s
* distinguish between the spelling and meanings of common homophones, e.g. to/two/too; they're/their/there; piece/peace.
* spell words with common letter strings but different pronunciations e.g tough, through, trough, plough – linked to work on phonics and weekly spellings.
* Look at a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. wash..able, hope..ful, shock..ing, child..like, hero..ic.
 | **Handwriting**Throughout Year 4 children will be taught to:* 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.
* At the start of LKS2 children will progress to use a handwriting pen.
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| **English Objectives Year 4 – Term 1** |
| **Writing** | **Vocabulary, punctuation and grammar.** |
|  **In all writing*** Plan writing for a given audience and purpose by organising ideas on a planning frame
* Follow the plan to draft and write each section or paragraph, recording accurately what has been composed.
* Evaluate my own and others’ writing for sense and effectiveness by re-reading to self/peers. Looking at spelling and punctuation errors.
* Read aloud my own writing to teacher / group / whole class using appropriate intonation and controlling volume so that the meaning is clear.
* Use a greater range of devices to make links across the text e.g. pronouns, adverbs, adverbial phrases.
* Identify different types of text, e.g. their content, structure, vocabulary, style, layout and purpose. (T17)

 **Narrative*** To use stories read as models for their own writing. (T2)
* Write a **narrative** with a clear plot and structure e.g. beginning, build up, problem, resolution and ending.
* Plan writing for a given audience and purpose by organising ideas on a planning frame
* Follow the plan to draft and write each section or paragraph, recording accurately what has been composed.
* Write endings that are appropriate to the genre and which make a simple link back to the opening. Start a new paragraph to signal change in time, setting or speaker and support overall direction of the text.
* To know how dialogue is presented in stories, e.g. through statements, questions, exclamations, how paragraphing is used to organise dialogue. (T3)
* To refer to significant aspects of a text, e.g. opening, build up, atmosphere, and to know that language is used to create these, e.g. adjectives for description. (T5)
* Understand how writers create imaginary worlds, such as a science fiction setting and to show how the writer has evoked it through detail. (T6)
* Write character profiles using detail to capture the reader’s imagination. (T9)

**Playscritpts*** Write **playscripts,** e.g. using known stories as basis. (T7)
* Read & perform play-scripts exploring how scenes are built up. (T8)
* To recognise the key differences between prose and playscript, e.g. by looking at dialogue, stage directions, lay out of text. (T10)

**Poetry*** Understand the following terms and identify them in **poems**: verse, chorus, couplet, rhyme, rhythm, alliteration. (T11)
* Recognise and clap out/count the syllables in each line of regular poetry, understanding why this is important to the rhythm of the poem. (T12)
* Describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme. (T13)
* Practise reading and reciting poems. To recognise rhyme, alliteration, and other patterns of sound that create effects. (T14)
* Write poems based on personal or imagined experience, linked to poems read. Experiment by trimming or extending sentences; experiment with powerful and expressive verbs – taking account of vocabulary, patterns of rhyme, choruses, similes. (T15)
* Recognise rhyming couplets in poems read and experiment with writing their own, e.g. substituting words, writing the second line. (T16)

**Persuasive Writing*** From examples of **persuasive** writing, investigate how style and vocabulary are used to convince the intended reader. (T19)
* Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented; exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words. (T20)
* Design an advertisement, such as a poster or radio jingle e.g. for a school fair or an imaginary product, making use of linguistic and other features learnt from reading examples. (T21)

**Journalistic Writing*** Identify the main features of **newspapers**, including lay-out, range of information. (T22)
* Read newspaper reports and consider how they engage the reader. (T23)
* To understand and use the terms fact and opinion; and to begin to distinguish between the two. (T25)

 **Explanations*** To identify from examples the key features of **explanatory texts**, e.g. purpose: explain a process or to answer a question, structure: introduction, followed by sequential explanation, organised into paragraphs and use of time connectives and diagrams. (T26)
* Write explanations of a process, using conventions identified through reading. (T27)
* To improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as subheadings and numbering. (T28)

**Letters*** Explore the layout, presentation and content of writing a letter to fit a purpose. (T24)
* Present a point of view in writing, e.g. in the form of a **letter**, linking points persuasively and selecting style and vocabulary appropriate to the reader. (T29)
 | **Word Classes*** Identify the use of powerful verbs. (S8) *GfW Year 4 Unit 22*
* Use a greater range of adverbs to intensify adjectives e.g. *extremely scary, really huge.*
* Use **pronouns** to link sentences e.g. *The witch gave the boy an apple. He ate it.*
* To revise and extend work on **adjectives** - linking to work on expressive and figurative language in stories and poetry: constructing adjectival phrases; examining comparative and superlative adjectives; comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold. (S9)
* Use the Standard English form for demonstratives e.g. *those dogs not them dogs.*
* Use precise nouns for clarity e.g. *the puppy and use synonyms to avoid repetition e.g. monster, creature.*
* Investigate **past, present and future tense of verbs**. (S2) *GfW Y*ear 4 Unit 21

**Sentence Structure and organisation*** Extending the range of sentences with more than one clause by using a wider range of **conjunctions,** including when, if, because, although
* Use **subordination clauses** for time – until. Cause – as. Condition – unless.
* Use sentences with more than two clauses with at least one subordinate clause e.g. *His clothes were dirty and his hair was tangled because he lived in the woods. He was tired when he got home because the game finished late.*
* **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*) (S4)
* Write expended noun phrases using adjective and another noun e.g. *the scary guard dog, the shiny sports car.*
* Use ‘which ‘as a relative pronoun for inanimate objects e.g. *He caught the bag which was full of sweets.*
* Use **paragraphs** in writing to organise and sequence ideas. (S6) *GfW Year 4 Unit 25*

**Punctuation*** 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!”* (S1)
* To practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing. (S5) *GfW Year 4 Unit 24*
* To reread own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions. (S7) *GfW Year 4 Unit 20*
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| **English Objectives Year 4 – Term 2** |
| **Writing** | **Vocabulary, punctuation and grammar.** |
| **In all writing*** Plan writing for a given audience and purpose (using models of similarly structured writing / planning and discussion) by organising ideas on a planning frame
* Follow the plan to draft and write each section or paragraph – with an historical focus, recording accurately what has been composed.
* Evaluate my own and others’ writing for sense and effectiveness by re-reading to self/peers. Looking at spelling and punctuation errors
* Read aloud my own writing to teacher / group / whole class using appropriate intonation and controlling volume so that the meaning is clear.
* Use a greater range of devices to make links across the text e.g. pronouns, adverbs, adverbial phrases.
* Identify different types of text, e.g. their content, structure, vocabulary, style, layout and purpose. (T17)

**Narrative*** Write a **narrative** with a clear plot and structure e.g. beginning, build up, problem, resolution and ending.
* Write endings that are appropriate to the genre and which make a simple link back to the opening. Start a new paragraph to signal change in time, setting or speaker and support overall direction of the text.
* To use stories read /extracts as models for their own writing. (T3)
* To know how dialogue is presented in stories, e.g. through statements, questions, exclamations, how paragraphing is used to organise dialogue. (T4)
* To refer to significant aspects of a text, e.g. opening, build up, atmosphere, and to know that language is used to create these, e.g. adjectives for description. (T6)
* Write character profiles/sketches using detail to capture the reader’s imagination and evoke sympathy or dislike. (T7)
* To investigate how settings and characters are built up from small details, and how the reader responds to them. (T8)

**Poetry*** Understand the following terms and identify them in **poems:** verse, chorus, couplet, rhyme, rhythm, alliteration. (T9)
* Recognise and clap out/count the syllables in each line of regular poetry, understanding why this is important to the rhythm of the poem. (T10)
* Describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme. (T11)
* Practise reading and reciting poems. To recognise rhyme, alliteration, and other patterns of sound that create effects. (T12)
* Compare and contrast poems from other cultures and investigate poetic features. (T13)
* Write poems based on those read. Experiment by trimming or extending sentences; experiment with powerful and expressive verbs – taking account of vocabulary, patterns of rhyme, choruses, similes. (T14)

**Diaries*** Read a selection of **diary entries** and discuss main features, e.g. tense. (T15).
* To write extracts from diaries, e.g. historical diaries or diaries of characters from class novel. (T16)

**Explanations*** To identify from examples the key features of **explanatory texts**, e.g. purpose: explain a process or to answer a question, structure: introduction, followed by sequential explanation, organised into paragraphs and use of time connectives and diagrams. (T18)
* Write explanations of a process, using conventions identified through reading. (T19)
* To improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as subheadings and numbering. (T20)

 **Biographies*** To read simple **biographies** and discuss main features, e.g. tense, purpose, layout, photographs. (T21)
* To ask questions and make notes through research, prior to writing a biography. (T22)
* To write simple biographies in the 3rd person using given information, e.g. a family member, friend or someone famous that is familiar to the children through experience or study. (T23)
 | **Word Classes*** Investigate past, present and future **tense of verbs.** (S1) *GfW Y*ear 4 Unit 21 For example simple present, present progressive, simple past, past progressive, imperative, present perfect and past perfect e.g. *He had worked for five years before emigrating.*
* **Fronted** **adverbials** [for example, *Later that day*, *I heard the bad news.*] (S2) For example *Under the tree, The next day, Therefore, Quickly and quietly.*
* Use precise verbs for clarity e.g. yelled and use synonyms to avoid repetition e.g. *yelled, shouted*
* 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*] *GfW Year 4 Unit 28 (S5) For example those dogs not them dogs.*

**Sentence Structure and organisation*** Use **paragraphs** in writing to organise and sequence ideas. (S6) *GfW Year 4 Unit 29*
* Use precise adverbial phrases for place e.g. *under the sea, in the sea, at the bottom of the sea. For time - a long time ago. Addition – in addition. Cause – as a result.*
* To recognise how commas, conjunctions and full stops are used to join and separate **clauses**; to identify in their writing where each is most effective. (S4)

**Punctuation*** Identify **punctuation** marks (comma, apostrophe, exclamation mark, question mark, semi-colon) and respond to them when reading. (S9)
* Use apostrophe to show missing letters in a greater range of contractions e.g. *we’re, they’re, wouldn’t, shouldn’t.*
* To use the **apostrophe** accurately to mark possession; distinguishingbetween the uses of the apostrophe for contraction and possession; beginning to use the apostrophe in their own writing. (S8) *GfW Year 4 Unit 27*
* Use of commas after fronted adverbials(S3)
* Use a comma to replace *‘and’* in sentences with more than two main clauses e.g. *He ran down the road, jumped over the wall and fell into the pond.*
* To reread own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions. (S7) *GfW Year 4 Unit* 20
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| **English Objectives Year 4 – Term 3** |
| **Writing** | **Vocabulary, punctuation and grammar.** |
|  **In all writing*** Plan writing for a given audience and purpose (using models of similarly structured writing / planning and discussion) by organising ideas on a planning frame.
* Follow the plan to draft and write each section or paragraph, recording accurately what has been composed.
* Evaluate my own and others’ writing for sense and effectiveness by re-reading to self/peers. Looking at spelling and punctuation errors
* Read aloud my own writing to teacher / group / whole class using appropriate intonation and controlling volume so that the meaning is clear.
* Use a greater range of devices to make links across the text e.g. pronouns, adverbs, adverbial phrases.
* Identify different types of text, e.g. their content, structure, vocabulary, style, layout and purpose. (T23)

**Narrative*** Write a **narrative** with a clear plot and structure e.g. beginning, build up, problem, resolution and ending.
* Write an opening that either uses a device to introduce character e.g. description or dialogue or describes a setting.
* Write endings that are appropriate to the genre and which make a simple link back to the opening. Start a new paragraph to signal change in time, setting or speaker and support overall direction of the text.
* To refer to significant aspects of a text, e.g. opening, build up, atmosphere, and to know that language is used to create these, e.g. adjectives for description. (T6)
* To use stories read /extracts as models for their own writing. (T3)
* To know how dialogue is presented in stories, e.g. through statements, questions, exclamations, how paragraphing is used to organise dialogue. (T4)
* Use a greater range of cohesive devices to make links across the narrative e.g. pronouns, adverbs, adverbial phrases.
* Write character profiles/sketches using detail to capture the reader’s imagination and evoke sympathy or dislike. (T7)
* To investigate how settings and characters are built up from small details, and how the reader responds to them. (T8)
* **Identify social, moral or cultural issues** in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them. (T9)
* Explore the main issues of a story by planning & writing a story about a dilemma and the issues it raises for the character. (T10)
* To read stories from other **cultures**, by focusing on, e.g. differences in place, time, customs or relationships; to identify and discuss recurring themes where appropriate. (T11)
* To write own version of a story from another culture. (T12)
* Explore alternative openings and endings for stories. (T13)
* Read further stories by a favourite author and compare them. (T14)
* Write a detailed book review. (T15)
* Write an **alternative ending** for a known story and discuss how this would change the reader’s view of the characters and events of the original story, e.g. The Twits, George’s Marvellous Medicine. (T16)

**Poetry*** Understand the following terms and identify them in **poems**: verse, chorus, couplet, rhyme, rhythm, alliteration. (T17)
* Recognise and clap out/count the syllables in each line of regular poetry, understanding why this is important to the rhythm of the poem. (T18)
* Describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme. (T19)
* Practise reading and reciting poems. To recognise rhyme, alliteration, and other patterns of sound that create effects. (T20)
* Produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines to create rhyming couplets. (T21)
* To read and write limericks and clerihews. (T22)

**Non-chronological reports*** Identify different types of non-fiction text and their features. (T24
* To write a non-chronological report in different forms e.g. report- historical, geographical report; persuasion – advert, leaflet.
* To make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words or answering questions. (T25)

**Letters*** Read, compare and evaluate examples of arguments and discussions, e.g. **letters to press**, articles, discussion of issues in books, e.g. environment, animal welfare. (T28)
* Recognise how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments. (T29)
* Present a point of view in writing, e.g. in the form of a letter, linking points persuasively and selecting style and vocabulary appropriate to the reader. (T30)
 | **Word Classes*** Use a greater range of **prepositions** to write expanded noun phrases for specification e.g. by, inside, outside, e.g. *the dog by the kennel*
* Read and write similes and metaphors. (S8)

**Sentence Structure and organisation*** Investigate the grammar of different sentences: statements, questions, orders. *GfW Year 4 Unit* 31 (S7)
* Use ‘who’ in a relative clause embedded within the main **clause** e.g. *the man, who wore dark glasses, walked down the road.*
* Use sentences with more than two clauses with at least one subordinate clause e.g. *His clothes were dirty and his hair was tangled because he lived in the woods. He was tired when he got home because the game finished late.*
* Use **paragraphs** in writing to organise and sequence ideas. (S3) *GfW Year 4 Unit 29*

**Punctuation*** Identify punctuation marks (comma, apostrophe, exclamation mark, question mark, semi-colon) and respond to them when reading. (S6)
* To use the **apostrophe** accurately to mark possession; distinguishingbetween the uses of the apostrophe for contraction and possession; beginning to use the apostrophe in their own writing. (S5) *GfW Year 4 Unit 27* e.g. the boys’ father, the girls’ bags including where the noun is already plural e.g. *the children’s toy.*
* To recognise how **commas,** connectives and full stops are used to join and separate clauses; to identify in their writing where each is most effective. (S2) *GfW Year 4 Unit 32*
* Use a comma after a fronted adverbial e.g. *After lunch, Maddie went out to play.*
* Use a comma when a subordinate clause comes before the main clause e.g. Because he was tired, he went to bed including when the subordinate clause acts as a fronted adverbial e.g. *After she woke up, she went downstairs.*
* Use a comma to replace *‘and’* in sentences with more than two main clauses e.g. *He ran down the road, jumped over the wall and fell into the pond.*
* To reread own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions. (S4) *GfW Year 4 Unit* 20
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