

Year 4 English Curriculum Coverage

Statutory Curriculum				
Reading	Writing	Grammar	Punctuation	Terminology
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words (NC Appendix 1)</p> <p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> <p>use dictionaries to check the meaning of words that they have read</p> <p>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discuss words and phrases that capture the reader's interest and imagination</p> <p>recognise some different forms of poetry</p> <p>check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context</p>	<p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>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</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Commas to mark clauses and to mark off fronted adverbials</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural</p> <p>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!"]</p>	<p>Revision of Year 3 terminology</p> <p>preposition, conjunction word family, prefix clause, suffix, subordinate clause direct speech consonant, vowel letter inverted commas (or 'speech marks')</p> <p>Year 4</p> <p>determiner pronoun, possessive pronoun adverbial</p>

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<p>ask questions to improve their understanding of a text</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predict what might happen from details stated and implied</p> <p>identify main ideas drawn from more than 1 paragraph and summarising these</p> <p>identify how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>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</p>	<p>proof-read for spelling and punctuation errors</p> <p>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</p>			
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Spellings	Genres	Texts
<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable • The /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym) • Adding the prefix in- (meaning 'not' or 'into') • Adding the prefix im- (before a root word starting with 'm' or 'p') • Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') • Adding the prefix inter- (meaning 'between' or 'among') • Adding the prefix anti- (meaning 'against') • Adding the prefix auto- (meaning 'self' or 'own') • Adding the prefix sub- (meaning 'under') and adding • Words with the /s/ sound spelt sc • Possessive apostrophe with plural words • Nouns ending in the suffix -ation • Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') and (Words ending in 'e' drop the 'e' but not 'ge') • Endings which sound like /jən/, spelt -sion, • Words with /shuhn/ sound, spelt with 'ssion'/'tion' & 'cian' • Homophones & near homophones <p>Statutory Spellings Challenge Words – Year 3 and 4 words accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island,</p>		

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knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women		
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Spoken Language

Pupils should be taught to:

- 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 feelings
- 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, role play/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