

English Curriculum – Year Four – Yearly Overview

Word Structure and Spelling	Text Structure	Sentence Structure
<p>Pupils should be taught to:</p> <p>The grammatical difference between plural and possessive –s <i>The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).</i></p> <p>Revision of phase 6 suffixes</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>New suffixes & exceptions <i>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added.</i> <i>The consonant letter is not doubled if the syllable is unstressed.</i> <i>The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.</i> <i>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</i> <i>The –ly suffix starts with a consonant letter, so it is added straight on to most root words unless they end with y.</i> <i>If the root word ends with y, the y is changed to i.</i> Exceptions: 1. <i>If the root word ends with –le, the –le is changed to –ly.</i> 2. <i>If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.</i> 3. <i>The words truly, duly, wholly.</i></p> <p>Extend range of prefixes and distinguish verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p> <p><i>The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</i> <i>Before a root word starting with l, in– becomes il</i> <i>Before a root word starting with m or p, in– becomes im–.</i> <i>Before a root word starting with r, in– becomes ir–.</i> <i>re– means ‘again’ or ‘back’.</i> <i>sub– means ‘under’.</i> <i>inter– means ‘between’ or ‘among’.</i></p> <p>Word endings: -sion, -tion, -ssion & -cian <i>Strictly speaking, the endings are –ion and –ian. Clues about whether to put t, s, ss or c before these</i></p>	<p>Pupils should be taught to:</p> <p>Write in a range of styles and formats.</p> <p>Consistently use paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Introduce linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>Introduce structural layout devices such as, bullet points, underlining etc.</p>	<p>Talking into Writing</p> <p>Pupils should be taught to:</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</p> <p>Noun phrases expanded by modifying adjectives, nouns and prepositional phrases (e.g. <i>The teacher</i> expanded to <i>The strict maths teacher with the curly hair</i>).</p>

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<p><i>endings often come from the last letter or letters of the root word.</i> <i>–tion is the most common spelling. It is used if the root word ends in t (invent) or te (hesitate).</i> <i>–ssion is used if the root word ends in ss or –mit.</i> <i>–sion is used if the root word ends in d or se.</i> <i>Exceptions: attend – attention, intend – intention</i> <i>–cian is used if the root word ends in c or cs.</i></p> <p>Foreign origin words Words with the /k/ sound spelt ch (Greek in origin) Words with the /j/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Sort nouns into: common, proper and collective.</p> <p>Homophones and near homophones continued from year three</p> <p>Spelling of words from years 3 & 4 word list</p>	<p style="text-align: center;">Punctuation</p> <p>Pupils should be taught to:</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl’s name, the boys’ boots</i>).</p> <p>Consistently use inverted commas to punctuate direct speech.</p> <p>Introduce a range of punctuation within speech. (“Look at that elephant!’ cried the little boy, “it’s flapping its ears”.)</p> <p>Use of a comma after the reporting clause (e.g. <i>The conductor shouted, “Sit down!”</i>)</p> <p>Introduce brackets to indicate parenthesis.</p>	
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Handwriting	Composition
<p>Pupils should be taught to:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of the 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> <p>Consolidate the school handwriting mantras for each group of letters:</p> <ul style="list-style-type: none"> - Rocking Round letters (a,c,d,e,f,g,o,q,s) - Bridge Letters (b, h, k, m, n, p, r) - Climb and Slide letters (l, j, i, t, u, y) - Diagonal letters (v, w, x, z) <p>See the school Handwriting policy, guidelines and mantras document.</p>	<p>Pupils should be taught:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, retelling some of these orally. • preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action. • present a point of view across a range of genres. • make notes from a variety of sources then expand for use in subsequent writing. <p>Use descriptive language such as alliteration, similes using like, two adjectives to describe the noun, adverbs for description eg snow fell gently.</p> <ul style="list-style-type: none"> • drawing from oral retelling drop in relative clause: who, which, whose eg Sam, who was lost, sat down and cried. The boy, whose name is George, thinks he is very brave. The Fire of London, which started in Pudding Lane, spread quickly. • use a variety of sentence openers including –ing, -ly, -ed and adverbial phrases (fronted adverbials) eg A few days ago, In a strange way, At the back of the room... • extend openers to include: expanded –ing clauses eg Grinning menacingly, Laura slipped the Curlywurlly into her rucksack, similies eg Like a wailing cat, the ambulance screamed down the road. • sentence of three for action eg Maxine rushed down the corridor, burst through the door and screamed at the top of her voice. • vary sentence length: long sentences to enhance description or information and short sentences to move events on quickly. • use paragraphs in narrative writing to organise writing (change in place or jump in time), • 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 <p>To learn the conventions of different types of writing eg the greetings in letters, a diary written in the first person, use of presentational devices such as headings and numbering in instructions.</p> <p>Write for different audiences (Instructions (rules, recipes, directions), Explanations (Life Cycles, how something works), Non-chronological (leaflets, information texts), Recount (newspaper report/diaries, police report), Persuasive (adverts, letters, leaflets)</p> <p>Include subject specific, technical and descriptive vocabulary appropriate to the purpose of text type.</p> <p>Draft and write by:</p>

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	<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • use settings and characterization to engage readers interest. • summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts. • show imagination through the language used to create emphasis, humour, atmosphere or suspense. • use structure and presentation of writing to contribute to meaning. • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • 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.
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Spoken Language	Word Reading	Comprehension
<p>Pupils should be taught to:</p> <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and explain answers, thoughts and opinions using relevant detail</p> <p>Give structured descriptions, explanations and narratives for different purposes, including for expressing</p>	<p>Pupils should be taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) matched to spelling, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Locate new words and make collections of new words linked to personal interest and topics</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • 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)

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<p>feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to topics.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English and use appropriate intonation.</p> <p>Participate in discussions, presentations, persuasive presentations, performances, role play, improvisations and gain and maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints</p>	<p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• 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.
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Terminology	Text Type Coverage
<p>(Teach the concept then provide the language)</p> <p>Pronoun Possessive pronoun Brackets Common nouns Proper nouns Collective nouns Determiner (e.g. <i>a, the, my, their</i>)</p>	<p>Read and write a range of:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Stories in an historical setting • Myths and legends • Imaginary worlds • Plays and dialogue • Adventure stories <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Recounts • Information texts • Non-chronological reports • Persuasive texts - magazines, adverts • Recounts – letters, diary entries <p>Poetry:</p> <ul style="list-style-type: none"> • Language play (onomatopoeia, word order, word puns) • Haikus • Tankas • Cinquains

Year 4 – Talking to writing (Think it, say it, write it, check it).

This Long Term Plan is a progression across Year 4. Some pupils will be capable of moving onto Year 5 expectations.

Teachers need to use the additional guidance in the New National Curriculum document to support them with planning and delivery of the Year 4 curriculum.