# St.Chad’s Church of England Primary School

# 2019 - 2020

# English – Year 4

| Reading | |
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| Word Reading | Comprehension |
| As with Years 1, 2 and 3:<br>• Use knowledge of root words to understand meanings of words<br>• Use prefixes to understand meanings e.g. sub-,inter-, anti-,-auto-<br>• Use suffixes to understand meanings e.g. –ation, -ous, -tion, -sion, -ssion, -cian<br>• Read and understand meaning of words on Y3/4 word list – see appendix<br>• Use punctuation to determine intonation and expression when reading aloud to a range of audiences | As with Years 1, 2 and 3:<br>**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**<br>• Listening to and discussing a range of fiction, poetry, plays, non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts<br>Regularly listening to whole novels read aloud by the teacher<br>• Analysing and evaluate texts looking at language, structure and presentation<br>• Analysing different forms of poetry e.g. haiku, limericks, kennings<br>• Reading books and texts for a range of purposes and responding in a variety of ways<br>• Analysing and comparing a range of plot structures<br>• Retelling a range of stories, including less familiar fairy stories, myths and legends<br>• Identifying, analysing and discussing themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals<br>• Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes<br>• Learning a range of poems by heart and rehearsing for performance<br>• Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action<br>**Discussing their understanding of the text**<br>• Explaining the meaning of key vocabulary within the context of the text<br>• Making predictions based on information stated and implied<br>• Demonstrating active reading strategies e.g. generating questions,<br>• finding answers, refining thinking, modifying questions, constructing images<br>• Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence<br>• Identifying main ideas drawn from more than one paragraph and summarising these e.g. character is evil because…1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text<br>**Retrieve and record information from non-fiction**<br>• Analysing and evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams<br>• Scanning for dates, numbers and names<br>• Explaining how paragraphs are used to order or build up ideas, and how they are linked<br>• Navigating texts to locate and retrieve information in print and on screen |

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| | **Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say**<br>• Develop, agree on and evaluate rules for effective discussion<br>• Making and responding to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles |

| Writing | | | |
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| Composition | | Transcription | |
| Vocabulary, grammar and punctuation | Composition | Spelling | Handwriting |
| As with Years 1, 2 and 3:<br>• Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way…..<br>• Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.<br>• Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.<br>• Use commas to mark clauses in complex sentences<br>• Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, “Be back here at four o’ clock.”<br>• Identify, select and effectively use pronouns<br>• Explore, identify, collect and use noun phrases e.g. The crumbly cookie with | As with Years 1, 2 and 3:<br>**Plan their writing by:**<br>• Reading and analysing narrative, nonfiction and poetry in order to plan and write their own versions<br>• Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing<br>• Discussing and recording ideas for planning e.g. story map, text map, non-fiction bridge, story board, boxing-up the text<br>**Draft and write by:**<br>Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense<br>• Planning and writing an opening paragraph which combines the introduction of a setting and character/s<br>• Organising paragraphs in narrative and non-fiction<br>• Linking ideas within paragraphs e.g. fronted adverbials for when and where<br>• Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases,<br>• technical language, persuasive phrases, alliteration appropriate to text type<br>**Evaluate and edit by:** | As with Years 1, 2 and 3:<br>• Use further prefixes and suffixes and understand how to add them<br>• Spell further homophones<br>• Spell words that are often misspelt<br>• Use the first two letters of a word to check its spelling in a dictionary<br>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.<br>• Learn to spell new words correctly and have plenty of practice in spelling them.<br>• Understand how to place the apostrophe in words with regular plurals (e.g. girls’, boys’) | As with Years 1, 2 and 3:<br>• Write with consistency in size and proportion of letters, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch |

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| tasty marshmallow pieces melted in my mouth.<br>• Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.<br>• Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones | • Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing<br>• Discussing and proposing changes with partners and in small groups<br>• Improving writing in light of evaluation<br>**Perform own compositions for different audiences**<br>• Use appropriate intonation, tone and volume to present their writing to a range of audiences. | • Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. | |

| Spoken Word |
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| Pupils should be taught to:<br>• listen and respond appropriately to adults and their peers<br>• ask relevant questions to extend their understanding and knowledge<br>• use relevant strategies to build their vocabulary<br>• articulate and justify answers, arguments and opinions<br>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings<br>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments<br>• 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.