**Year 4 English Curriculum**

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| WRITING | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Purpose, text type and stimulus | Write to Entertain | Write to EntertainWrite to Inform | Write to PersuadeWrite to EntertainWrite to Inform | Write to PersuadeWrite to Entertain | Write to EntertainWrite to InformWrite to Persuade | Write to EntertainWrite to Inform |
| Setting description – Candy Land pictureCharacter description – Paddington Bear (links to passing of Queen Elizabeth II)Setting and character description | Non-chronological reportsRemembrance DayRecount – retell of Greek myth (Echo and Narcissus) Short narrative (with a focus on DADWAVERS sentence type) - ‘Unwrap the Joy’ Cadbury’s Christmas advert | Diary entry – Literacy shed clip ‘Ride of Passage’Persuasive Advert – Own invention based on Wallace and Gromit’s Cracking Contraptions Longer narrative (library story writing competition) about the bubble. | Short narrative (with a focus on DADWAVERS sentence type) – Literacy shed clip- High Diving GiraffesBiography –Greta Thurnberg | Recount of tripBiography –Julius CaesarLonger narrativeEscape from Pompeii by Christina BalitLetter – Climate change | Short narrative (with a focus on DADWAVERS sentence type) Literacy shed clip- So Good to MeStory narrative based on The Journey Aaron BeckerNewspaper – George Mallory |
| Writing objectives LOWER KS2 | Pupils should be taught to: 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 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 (English Appendix 2)
* organising paragraphs around a theme
* in narratives, creating settings, characters and plot o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by: * assessing the effectiveness of their own and others’ writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences o 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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| SPAG | * Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
* Use apostrophes to mark plural possession (both regular and irregular)
* Understand the grammatical difference between plural and possessive -s.
* Understand the following terminology: conjunction, preposition, main clause, subordinate clause, phrase
* To use co-ordinating and subordinating conjunctions and understand the difference between them by identifying and using different sentences types : simple, compound and complex with support
* Use further prefixes and suffixes and understand how to add them (see English Appendix 1)
* Use fronted adverbials including a comma
* Use Standard English forms for verb inflections instead of local spoken forms eg we were instead of we was, or I did instead of I done.
* Continue to 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.
* To begin to understand the difference between a phrase and a clause
* Use inverted commas and other punctuation to indicate direct speech.
* Spell further homophones - accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s
* Spell words that are often misspelt (Y3/4 word list)
* Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
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| Key terminology | Revisitword family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, suffixsubject+ verb, (expanded) noun phrase | Introducepronoun, possessive pronoun, (fronted) adverbial,coordinating/subordinating conjunction, main clause, subordinate clause, compound/complex sentence | Extendrelative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity |
| Handwriting LOWER KS2 | Pupils should 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 un-joined.
* Increase the legibility, consistency and quality of their handwriting [for example, 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].

Pupils should be using joined handwriting throughout their independent writing. |

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| READING | Intent In year 4 we expect that most children have developed good strategies for decoding using phonics and word recognition taught in Year 3 and KS1. Reading continues to form a major part of every curriculum subject but explicit and dedicated reading teaching and activities through whole class reading lessons.ImplementationAs Year 4 teachers, we will endeavour to: • Develop children with a positive attitude and love of reading so that they see themselves as ‘readers’. • Nurture the love and enjoyment of reading for pleasure by being good role models. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Provide a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. • With increasing confidence, perform readings to an audience with expression, tone and intonation. • Take part in group and individual retelling, role-play and discussion about books they have read. • Develop pupils’ love and interest in new vocabulary that they meet in their reading. • Encourage children to discuss their reading and ask questions to develop their understanding |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Texts  | Icarus is Ridiculous- Pamela Butchart | Who Let the Gods Out? - Maz Evans | Pinch of Magic Michelle Harrison Escape to PompeiiChristina Balit | The Borrowers – Judith Elkin | Varjak Paw - SF Said | Running on the Roof of the World - Jess Butterworth |
| Ashley Booth Themes | * Recycling week
* Shang Dynasty
* States of Matter
* Disney Songs
* Picture books 1
* Poetry vol 1
 | * Armistice Day
* Children’s Classics Vol 1
* Electricity
* Guy Bass
* Witches and Wizards
* Songs
 | * Romans
* Mental Health
* Novels Vol 1
* Picture books 2
* Chinese New Year
 | * International Women’s Day
* Novels Vol 2
* Songs from musicals
* Children’s Classics Vol 1
 | * Rivers
* Jennifer Killick
* Notable people 1
* Vikings
* Rabbits
* Poetry vol 1
 | * Migration
* Notable people 2
* Sports people
* Teeth
* Money
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| Word Reading  | * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English 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.
* Read multisyllabic words found in age-related texts.
* Read passages of longer texts mostly accurately and fluently.
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| Comprehension | * Apply their knowledge of prefixes/suffixes to understand and explain the meaning of new words.
* Retrieve and record information from both fiction and non-fiction.
* Identify and summarise the main ideas across more than one paragraph.
* Sequence events in the order in which they happened across more than one paragraph (1-5).
* Make accurate inferences, drawing upon relevant evidence from the text to support their ideas e.g. Feelings, thoughts and motives.
* Make sensible predictions about what might happen referring to key details stated in the text and by drawing their own inferences.
* Identify how structure and presentation contribute to the meaning of a text i.e. diary in 1st person, poetry.
* Identify recurring themes and ideas in a wider range of texts.
* Comment on the choice of language the author uses to engage the reader i.e. identify precise words chosen for effect.
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| Speaking and Listening Overall school aim: Using the appropriate register and intonation, speak clearly and coherently whilst participating in discussions, debates, readings and drama.Y4 objectives* Use a wide range of phrases to add detail and clarity
* Use vocabulary that is appropriate to the topic at hand
* Vary between formal and informal language depending on the situation
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| SPELLING |
| In KS2 we follow the scheme ‘Transforming the Teaching of Spelling’. This scheme follows a clear and systematic view for teaching spellings that will provide our children with life-long strategies. Spellings need to be taught logically to see the magic of words, the patterns and how words can help transform their quality of writing.Organisation of spellingsThis scheme runs on a two weekly cycle. During week one, children will be given an investigation with the nature of this being to take a ‘slow’ look at word patterns with the aim being to prove or disprove a hypothesis. Children will also be introduced to a set of focus words which will be displayed in the classroom over the next two weeks and regularly referenced throughout this time. Children will effectively live with the words being all around them during this time with focus phonic sounds known as graphemes clearly labelled within each word. Over the two weeks, they will be encouraged to identify these focus graphemes within other words they come across to encourage pattern spotting and to help them to identify how words can be grouped when they have the same sound and follow similar spelling patterns.During week two, the same amount of time is split into 5 x 10 minute slots to experience pace and take a quicker look at spellings involving analysis of common errors, why these errors occur and what to do to ensure that the correct spelling embeds in their long-term memory – this approach will ensure all pupils have a systematic, consistent approach to spellings. |