

Year 4 ~ 2014 National Curriculum for English ~ Programme of Study

<p>READING-Word Reading *apply their growing knowledge of root words, prefixes and suffixes, 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</p>	<p>WRITING- Spelling & Transcription □ spell by: • spell further homophones • spell words that are often misspelt (Appendix 1) • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 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.</p>
<p>Comprehension *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 *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 *recognising some different forms of poetry *using dictionaries to check the meaning of words that they have read *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 *identifying main ideas drawn from more than one paragraph and summarising these *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 *discussing words and phrases that capture the reader's interest and imagination *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</p>	<p>Handwriting • 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</p> <p>Composition *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 • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) • 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 • proofread for spelling and punctuation errors • 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>
<p>Grammar and punctuation • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) • using and punctuating direct speech (i.e. Inverted commas) • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion</p>	<p>• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p>

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English Modules - Year 4

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	Term 1			Term 2			Term 3			
Narrative	Stories set in Imaginary Worlds Stories from other cultures			Topic 'Big' Writing	Writing and performing a play	Story settings-historical	Topic 'Big' Writing	A story/stories that raises issues or dilemmas		
Suggested final written outcome	Write a story focusing on effective characterisation link dialogue to effective characterisation, interweaving speech and action.				Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting		Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.		
Non-fiction	Report/ Recount (newspaper/ magazine)				Persuasion			Discussion	Explanation	
Suggested final written outcome	Write own report independently based on notes gathered from several sources				Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing			Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	
Poetry	Vocabulary building	Creating Images			Vocabulary building	Exploring Form		Vocabulary building	Take one poet - poetry appreciation	
Suggested outcome	Read, write and perform free verse	Children write their own poems based on one or more of the poems read and experiment with the use of similes.			Read, write and perform free verse	Children hear, read and respond to a range of poems in different simple forms and then write their own poems experimenting with the use of some of those same forms.		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	

Topic Based Planning using a text as a stimulus -'Take one Book': Allows teachers a wider creative freedom and enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.

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