

English

In Year 4, children will cover the genres:

To Entertain	To Inform	To Persuade	To Discuss
<ul style="list-style-type: none"> ◆ Narratives (myths) ◆ Descriptions (character/setting) ◆ Poetry 	<ul style="list-style-type: none"> ◆ Explanation ◆ Recount (diary) ◆ Recount (letter) ◆ Biography/ autobiography ◆ Newspaper article Instructions ◆ Non-chronological report 	<ul style="list-style-type: none"> ◆ Advertising ◆ Letter ◆ Speech ◆ 	<ul style="list-style-type: none"> ◆ Balanced argument

And study the books/topics: The Chronicles of Narnia, Paddington, Perseus and Medusa, Charlie and the Chocolate Factory, Iron Man, Talking Turkeys, The BFG, Escape from Pompeii, Alice in Wonderland, Embarked (Literacy Shed) Rainforests, Revolting Rhymes, Mulan, David Attenborough (biography), Hansel and Gretel, Autobiographies, Digestion & Teeth

In addition to previous learning, pupils should learn to...

Reading	Writing	Transcription	Speaking and Listening
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<p><u>Reading Carousel</u> VIPERS <i>These skills are also covered during our carousel slots daily and during interventions. They are woven through our curriculum</i></p> <p>CT INFERENCE GROUP (ALL YEAR GROUPS) <i>-VIPER skills -Speaking and Listening skills -Echo reading</i></p> <p>INDEPENDENT COMPHREHENSION (ALL YEAR GROUPS) <i>-VIPER skills - Word Reading: use an understanding of morphology and etymology to aid them in reading unfamiliar words - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books</i></p> <p>ENJOY READING BOOK (ALL YEAR GROUPS) <i>- Independently read a range of fiction, poetry, plays, non-fiction, reference and text books (BIG CAT COLLINS- banded by comprehension level) - VIPER skills when reading to LSA - Speaking/Discussion skills when reading to LSA</i></p>	<p><u>Planning, Composing and Evaluating</u> (All objectives are covered on a weekly basis through the PJS 2 week book/topic based unit- See Appendix 1)</p> <p><u>Grammar</u></p> <p>Revise and consolidate year 3 content and introduce the following:</p> <p>.Conjunctions (a wider range for time, place and cause) ISAWAWUBAB</p> <p>.Possessive pronouns</p> <p>.Adverbials, including fronted adverbials</p> <p>.Prepositions (wider variety to express time, cause and place)</p> <p>.Expanded noun phrases using more adventurous adjectives</p>	<p><u>Handwriting</u> Can write neatly and legibly, joining most of the time</p> <p><u>Spelling</u> Yr 4 high frequency words Focus words from Yr 3/4 word list</p> <div data-bbox="1182 603 1619 1098" style="border: 1px solid black; padding: 5px;"> <p>Autumn</p> <ul style="list-style-type: none"> .Review Yr 3 suffixes ly .Review Yr 3 prefixes ily .Review Yr 3 prefixes ally .Missing letters and possessive apostrophes .Suffixes (vowel letters) .Revise -sion and -tion endings .Focus on -ssion endings .Focus on -ation suffix .Focus on -cian endings </div> <div data-bbox="1182 1098 1619 1390" style="border: 1px solid black; padding: 5px;"> <p>Spring</p> <ul style="list-style-type: none"> . -ous endings The 'k' sound spelled 'ch' .The 's' sound spelled 'c' . -ture endings . -sure vs -ture endings </div>	<p><i>The objectives below will be planned for and assessed across the curriculum throughout the year:</i></p> <p>Speaking - Justify a view by giving clear reasons and evidence -Use formal/ informal registers when appropriate</p> <p>Listening -Make useable notes when listening -Ask relevant questions after listening to build understanding -Recognise and analyse formal/informal registers when listening</p> <p>Discussion -Address alternative opinions in discussion -Take different roles in groups e.g. leader, reporter, scribe mentor</p>
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<p><u>Reading Comprehension Lesson (Mon)</u></p> <p>Retrieval -Confidently skim and scan texts to record details -Using relevant quotes to support their answers to questions -Retrieve and record information from a fiction or non-fiction text</p> <p>Inference -Ask and answer questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives (I know this because questions) -Infer character's feelings, thoughts and motives from their stated actions -Consolidate the skill of justifying them using a specific reference point in the text -Use more than one piece of evidence to justify their answers</p> <p>Explaining</p>	<p>.Determiners (including number)</p> <p>.Figurative language (including personification and metaphors)</p> <p>. Brackets to add extra information</p> <p><u>Function of sentences/sentence structure</u></p> <p>Range of sentence types: subordinate clause/ complex sentences compound sentences and simple sentences</p> <p>.Command</p> <p>.Statements</p> <p>.Recap ? and !</p> <p><u>Verb forms and tenses</u></p> <p>.Perfect verb form with more adventurous verbs</p>	<p>Summer</p> <p>.Unstressed vowels . 'sh' sound spelled 'ch' . -gue endings . -que endings . 's' sound spelled 'sc' .homophones and near homophones .Words with prefixes un-, dis-, mis- and re-</p>	<p>-Use inclusion techniques when working in a group e.g. questions, eye contact, people's names</p> <p>Drama</p> <p>AUTUMN TERM - Drama (Christmas Service/Drama Lesson) Take a full role in presenting a group play by learning lines, making props and creating simple sound and light effects</p> <p>SRING TERM Drama Articulate clearly and project the voice</p> <p>Speaking Tell a story which is clear, structured and detailed (to be covered in the above drama lesson)</p> <p>SUMMER TERM</p>
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<p>-Discussing words and phrases that capture the reader's interest and imagination -Identifying how language, structure and presentation contribute to meaning -Recognise authorial choices and the purpose of these</p> <p>Summarise -Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information -Identifying main ideas drawn from more than one paragraph -Identify themes from a wide range of books -Summarise whole paragraphs, chapters or texts -Highlight key information and record it in bullet points, diagrams, maps etc.</p> <p>Prediction -Justify predictions using evidence from the text</p>	<p>.Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p>Punctuation: Commas after fronted adverbials</p> <p>Direct speech using inverted commas and capitals at start of speech</p>		<p>Drama Choose vocabulary and movement to match the place and time in a dramatic scene</p>
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<p>-Use relevant prior knowledge as well as details from the text to form predictions and to justify them</p> <p>-Monitor these predictions and compare them with the text as they read on</p> <p>Vocabulary</p> <p>-Use dictionaries to check the meaning of words that they have read</p> <p>-Use a thesaurus to find synonyms</p> <p>-Discuss why words have been chosen and the effect these have on the reader</p> <p>-Explain how words capture the interest of the reader</p> <p>-Discuss new and unusual vocabulary and clarify the meaning of these</p> <p>-Find the meaning of new words using the context of the sentence</p>			
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