

## **Year 4 English Curriculum Overview and Skills**

### **Reading KPIs:**

- Read most Year 3 and 4 statutory words
- Know which books to select for specific purposes- in relation to science, geography and history learning.
- Use a dictionary to check the meaning of unfamiliar words.
- Summarise the main points within a text with confidence and give a personal point of view on a text.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume, action.
- Build on others' ideas and opinions about a text in discussion.
- Retrieve information from non-fiction texts using indexes, titles, headings, sub-headings.
- Identify how sentence type can change by altering word order, tenses, adding/deleting words, punctuation.
- Explain how a writer has used different sentence types or a particular word order and effect it has created.
- Skim and scan to locate information and/or answer a question.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

### **Reading Progression of Skills:**

	<b>Word Reading</b>	<b>Understanding Text</b>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• To decode unfamiliar words drawing on phonic knowledge and skills</li><li>• Apply a growing range of root words and suffixes and prefixes</li><li>• To read and spell all exception words from Years 3&amp;4 list</li><li>• To read a range of text with fluency and accuracy</li><li>• To use punctuation to support the use of intonation to interest the reader</li></ul>	<ul style="list-style-type: none"><li>• To read, listen and familiarise to a wider range of styles of text including classic British fiction, stories from other cultures and modern fiction</li><li>• To learn a range of poems</li><li>• To use school and community libraries to choose books for pleasure and purpose</li><li>• To understand that books are organised into a classification system and use this to find books</li><li>• To discuss text e.g. word choice for effect, common themes, how presentation and structure contributes to meaning, themes and conventions</li><li>• To retrieve and record information from a range of text</li><li>• To make predictions based on what is implied and stated</li><li>• To summarise key ideas in more than one paragraph</li><li>• To read and listen to whole books independently and as a class</li></ul>

		<ul style="list-style-type: none"> <li>• To talk about books that are read and give reasons why opinions are held.</li> <li>• To make inferences drawing on evidence from the text</li> </ul>
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### **Writing KPIs:**

<ul style="list-style-type: none"> <li>• Spell most Year 3 and 4 statutory words</li> <li>• Vary sentence structure, using different openers.</li> <li>• Use adjectival phrases.</li> <li>• Use appropriate choice of noun and pronoun.</li> <li>• Use frontal adverbials.</li> <li>• Use apostrophe for plural possession.</li> <li>• Use a comma after frontal adverbial (e.g. later that day, I heard bad news).</li> <li>• Use commas to mark clauses.</li> <li>• Use inverted commas and other punctuation to punctuate direct speech.</li> <li>• Use paragraphs to organise ideas around a theme and connecting adverbs to link paragraphs.</li> <li>• Write with increasing legibility, consistency and fluency.</li> </ul>
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### **Writing Purpose for Writing/ Genre Outcomes:**

	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Poetry</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Write stories that contain mythical, legendary or historical characters or events to entertain.</li> <li>• To write an adventure story beginning to use techniques to build suspense to entertain</li> <li>• Create characters, settings and plots using a range of sentences to engage the reader and create imagery</li> </ul>	<ul style="list-style-type: none"> <li>• To prepare and write a script for a chosen purpose and audience</li> <li>• To write a set of instructions using a series of sequential commands which use the appropriate grammar and tone Nto inform a given audience</li> <li>• To write an explanation to inform the reader using a series of organised paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Further explore poetry and learn by heart</li> <li>• Recognise some different forms of poetry by their features</li> <li>• To write free verse poetry for performance to entertain</li> <li>• Perform poetry demonstrating an awareness of intonation, tone, volume and action to engage the listener</li> </ul>

	<ul style="list-style-type: none"> <li>To write stories using devices to build tension and suspense to entertain</li> <li>To write a diary in first person conveying thoughts, actions and emotion of character to inform the reader</li> </ul>	<ul style="list-style-type: none"> <li>To write a non-chronological report where ideas are grouped and in organised paragraphs to inform</li> <li>To use a range of organisational features to present information and guide the reader</li> <li>To write an argument using features identified through reading to persuade</li> <li>To write in a journalistic style to inform</li> </ul>	
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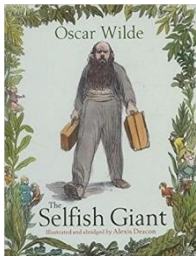


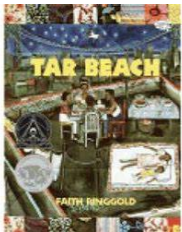
### Writing Progression of Skills:

Year Group	Sentence Level	Punctuation	Spelling	Vocabulary/Grammatical terms	Handwriting
4	<ul style="list-style-type: none"> <li>How to use paragraphs to organise ideas around a theme.</li> <li>How to use a variety of fronted adverbials with commas.</li> <li>To use different sentence openers</li> <li>To use commas after subordinate clauses.</li> <li>Use the correct tense and person.</li> <li>How to use conjunctions, adverbs and prepositions.</li> <li>Use a variety of pronouns to avoid repetition.</li> <li>To use a range of sentence structures</li> <li>Begin to use relative clauses in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Full Stops</li> <li>? accurately</li> <li>!</li> <li>, for lists</li> <li>Apostrophe for contraction plural/ irregular possession</li> <li>Inverted commas</li> <li>Apostrophe to mark plural possession.</li> <li>Use commas after fronted adverbials.</li> <li>Use commas following a reporting clause</li> <li>Commas to punctuate relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between plural and possessive –s.</li> <li>Know standard English form.</li> <li>Spelling all of the Year 3/4 statutory spelling rules correctly</li> </ul>	<ul style="list-style-type: none"> <li>Determiner</li> <li>Pronoun</li> <li>Possessive pronoun</li> <li>Simile</li> <li>Prepositions</li> <li>Adverbs:</li> </ul> <p><i>Time</i>- recently, earlier, immediately, prior</p> <p><i>Frequency</i>-occasionally, constantly, regularly</p> <p><i>Manner</i>- tentatively, hastily, cautiously</p> <p><i>Degree</i>- too, enough, extremely</p> <p><i>Reason</i>- so that, in order that, therefore</p> <ul style="list-style-type: none"> <li>Fronted adverbial</li> <li>Conjunctions-</li> </ul> <p>Sub-ordinate: nevertheless, however, although</p> <p>Co-ordinate- yet, also</p>	<ul style="list-style-type: none"> <li>Produce fluent, legible and joined handwriting.</li> </ul>

### Sentence Types (Writer's Toolbox):

Sentence Type Progression Map Years 1-6		
Year Group	Writer's Toolkit Sentence Type	Progression Map reference
1	Simple Sentence	Use capital letters and full stops
2	Simple Sentence Red, White and Blue Sentence Power Sentence	Use capital letters and full stops Commas for lists adjectives/ verbs for description
3	Preposition Sentence Adverb Start sentence	Prepositions for time, place, cause, manner
4	-ed Start Sentence -ing Start sentence W Start Sentence Introduce Explore the Subject Sentence	Prepositions for time, place, cause, manner/ Commas after fronted adverbials  Use commas following a clause
5	Secure Explore the Subject Sentence Semi-colon Sentence Em- Dash Sentence	Use commas following a clause/ relative clause/ parenthesis Use semi colon Use dashes to mark parenthesis
6	Consolidate the use of 12 sentence structures.	

### Core Text:

Teaching from a book	<p>The Selfish Giant</p> 	<p>The Baker by the sea</p> 	<p>Odd and the Frost Giants</p> <p>Neil Gaiman</p>	<p>Shackleton's Journey</p> 	<p>The Story of Tutankhamun</p>	<p>Tar Beach</p> 
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	Oscar Wilde	Paula White		William Grill		Faith Ringgold
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### **Oracy KPIs:**

- Respond by phrasing appropriately on the contributions of others considering alternative viewpoints
- Tell stories effectively and convey detailed information coherently for listeners
- Use and reflect on some ground rules for dialogue and conversation
- Clearly structure talk with pace, tone and volumes to support meaning and show attention to the audience.
- Talk with fluency and confidence in different situations, adapting talk appropriately to suit the purpose and audience.
- Ask probing questions in response to others' ideas and views.
- Use deliberate language choices with some expansion of subject and precise vocabulary appropriate to the topic.
- To give supporting evidence for ideas/ viewpoints.

### **Tier 2 Vocabulary (Level 6- Year 4)**

allegiance	persecute
anticipation	predicament
arrogant	primitive
depleted	prominent
blunder	radiant

diligent	reluctant
pessimist	remorse
dwell	repulsive
elaborate	rigorous
futile	sanctuary
hostile	stifle
inept	subsequent
inevitable	rampaging
loathe	navigate
monotonous	treacherous
clamour	trait
catastrophe	relinquish
optimist	vital