

<p>Speaking and Listening</p>	<p>Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with using language in a variety of situations, for a range of audiences and purposes. They will for example:</p> <ul style="list-style-type: none"> • Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints • Speak clearly and in different ways for drama, hot seating, peer-marking work, collaborative work, sharing their work with peers
<p>Reading overview in our school</p>	<p>Every class carries out a Reading lesson four times a week. Each class is exposed to a variety of texts including fiction, non-fiction and poetry. One lesson will focus on the child reading a text at their level independently and answering questions from it (CGP books), another will be the class working from an age-related text - answering questions from it after being supported by the teacher. The teacher will then model how to answer the questions that have been set where the child will mark their own work.</p>
<p>Reading</p>	<p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 <p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop positive attitudes to reading and understanding of what they read by: - 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 - using dictionaries to check the meaning of words that they have read - 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 - discussing words and phrases that capture the reader’s interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] <ul style="list-style-type: none"> - understand what they read, in books they can read independently, by: - 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

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	<ul style="list-style-type: none"> - 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 - identifying main ideas drawn from more than one paragraph and summarising these - 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. 	
Question stems and skills in reading	Key Reading Skills	Possible question stems
	<p>Vocabulary:</p> <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence 	<ul style="list-style-type: none"> • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Which word is closest in meaning to...? • Find an example of alliteration. • Write an example of a simile. • What effect does the word ... have on the story/poem? • Find and copy one word from the text that means...
	<p>Inference:</p> <p>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <ul style="list-style-type: none"> • infer characters' 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 answer 	<ul style="list-style-type: none"> • What do you think... means? • Why do you think that? • I think ..; do you agree? Why / why not? • How do you think..? • Can you explain why ..? • What do these words mean and why do you think that the author chose them? • How does feel about ...? How do you know? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?
	<p>Prediction:</p> <p>justify predictions using evidence from the text.</p>	<ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ?

	<ul style="list-style-type: none"> • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> • Which stories have openings like this? Do you think that this story will develop the same way? • What does this paragraph suggest what will happen next? • What is most likely going to happen next? Explain your answers with evidence from the text.
	<p>Explaining:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters’ reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • Which section was the most ...? Why?
	<p>Retrieval:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • When/where is this story set? How do you know? • What does.... • What happens to • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
	<p>Summarising:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far. • Which is the most important point in these paragraphs? Why? • What happened first/ next/ then?

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Writing Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Information Text (Sikhism)	Fantasy Setting	Adventure Story	Recount- Diary Entry	Persuasive Writing	Rhyming Poetry
	<ul style="list-style-type: none"> • Basic punctuation • Coordinating and subordinating conjunctions • Third Person • Pronouns 	<ul style="list-style-type: none"> • coordinating and subordinating conjunctions • paragraphs • pronouns • Expanded noun phrases • Fronted adverbials (time, manner, place) • Speech 	<ul style="list-style-type: none"> • simple sentences • multi-clausal sentences • fronted adverbial phrases • pronouns • speech punctuation • paragraphs • Apostrophes for possession • Plural and possessive S 	<ul style="list-style-type: none"> • past tense • first person • expanded noun phrases • technical vocabulary • Standard English verb forms 	<ul style="list-style-type: none"> • Fronted adverbials • Subordinating and co-ordinating conjunctions • Rhetorical questions • Formal language 	<ul style="list-style-type: none"> • Alliteration • Rhyming couplets • Syllables
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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: o 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 o in narratives, creating settings, characters and plot - 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 					

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	<ul style="list-style-type: none"> - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - 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.
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
Vocabulary, Grammar and punctuation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - use the present perfect form of verbs in contrast to the past tense - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - use conjunctions, adverbs and prepositions to express time and cause - use fronted adverbials <p>- indicate grammatical and other features by: using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns, using and punctuating direct speech.</p>
Transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them. - spell further homophones - spell words that are often misspelt - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - 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