

Year 4 English Curriculum

Reading

By the end of Year 4 a child should be able to:

<u>Word Reading (National Curriculum)</u>	<u>Comprehension (National Curriculum)</u>
<p>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.</p> <ul style="list-style-type: none">• homophones and near homophones• Endings spelt cian, tion, ssion, sion• Suffixes to words with more than one syllable - forgetting, beginning limiting, gardener, limited limitation• Ous• ch - scheme, chorus, chemist• ch - chalet, machine, brochure, chef• s sound - science, discipline, crescent, fascinate• gue and que unique, antique, tongue, league• ei/eigh/ey <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. (See Year 3/4 spelling list).</p>	<p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Uses dictionaries to check the meaning of words that have been read.</p> <p>Identifies themes and conventions in a wide range of books.</p> <p>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context.</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.</p> <p>Predicts what might happen from details stated and implied.</p> <p>Identifies main ideas drawn from more than one paragraph and summarises these.</p> <p>Retrieves and records information from non-fiction.</p>

Writing

By the end of Year 4 a child should be able to:

Handwriting	Composition	Transcription	Vocabulary, grammar and punctuation	Spelling							
<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>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.</p> <p>Plan their writing by discussing and recording ideas.</p> <p>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).</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices [for example, headings and sub-headings].</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>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.</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Spell further homophones (English Appendix 1).</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p style="text-align: center;">See Y4 Spelling Programme for expectations</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ❖ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ❖ using the present perfect form of verbs in contrast to the past tense ❖ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ❖ using conjunctions, adverbs and prepositions to express time and cause ❖ using fronted adverbials ❖ learning the grammar for years 3 and 4 in English Appendix ❖ indicate grammatical and other features by: <ol style="list-style-type: none"> i. using commas after fronted adverbials ii. indicating possession by using the possessive apostrophe with plural nouns iii. using and punctuating direct speech. <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>See Appendix 2 Year 4 Vocabulary, Grammar and punctuation for expectations.</p>	<p>By the end of Year 4 children will be expected to be able to spell:</p>				<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear</p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear</p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear</p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear</p>