



Year 4

Reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in NC English Appendix 1, both to read aloud and to **understand the meaning of new words** that they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Pupils should be taught to 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, cinquains)

Pupils should be taught to understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and **explaining the meaning of words** in context
- Asking questions to improve their understanding of a text
- 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

Pupils should be taught to:

- **Retrieve**, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say

Words in **bold** link directly to **VIPERS** (referred to in our Approach to Reading).

Writing – purpose and process

Pupils should be taught to produce writing for three key purposes: to entertain, to persuade and to inform

Pupils should be taught to 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

Pupils should be taught to 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
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices (for example, headings and subheadings)

Pupils should be taught to evaluate and edit by:

- 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
- Proofreading increasing amounts of their own writing for spelling and punctuation errors, focusing on one aspect of writing at a time

Pupils should be taught to 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.



**Year 4**

**Writing – text structure**

- Fiction**
- Use different planning tools: e.g. story map / story mountain / 'Boxing-up' grid
  - Use paragraphs to organise each part of story: to indicate a change in place, time or character (TiPTop paragraph reminder – Time, Person, Topic, Place)
  - Deepen understanding of five parts to plot: opening; build-up; problem/dilemma; resolution; ending
  - Plan openings using description, action and/or dialogue
  - Develop suspense writing to create build-up and dilemma
- Non-fiction**
- Use different planning tools: e.g. text map / washing line / 'Boxing-up' grid / bullet points and notes
  - Use paragraphs to organise ideas around a theme independently
  - Develop use of a topic sentence
  - Link information within paragraphs to create cohesion, with a range of conjunctions and adverbs
  - Use of bullet points, diagrams and tables
  - Appropriate choice of pronoun, noun or synonyms across sentences to aid cohesion and avoid repetition
  - Use a variety of ways to open texts and make the purpose clear
  - Express own opinions clearly and consistently maintain viewpoint
  - Summary clear at the end to appeal directly to the reader

**Writing - grammar**

- Secure use of multi-clause sentences using coordinating conjunctions: and, or but, so, for, nor, yet (FANBOYS)
- Identify a main clause and subordinate clause, and know the difference between them
- Identify nouns, verbs, adjectives and adverbs in single- and multi-clause sentences
- Develop use of multi-clause sentences: main and subordinate clause(s) with a range of subordinating conjunctions including when, if, because, although
- Recognise and use both Standard English (e.g. in narration or in non-fiction texts) and local spoken forms (e.g. in dialogue for characters)
- Vary sentence length e.g. long sentences to enhance description or information; short sentences to move events on quickly
- Fronted adverbials. Use adverb starters to add detail used as a 'where', 'when' or 'how' starter.
- Vary sentence openings: e.g. start with a simile; prepositional phrases to place the action; '-ed' clauses as starters; expanded '-ing' clauses as starters
- Identify and use a wider range of prepositions e.g. at, underneath, since, towards, beneath, beyond
- The grammatical difference between plural and possessive –s
- Expanding noun phrases by adding adjectives and preposition phrases
- Use determiners a or an accurately, according to whether the next word begins with a vowel

**Writing – punctuation**

- Consolidate previously taught punctuation and secure the following:
- Use full punctuation for direct speech
  - Write each new speaker on a new line
  - Use apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural
  - Use a comma after fronted adverbials (e.g. Later that day, I heard the bad news.)
  - Use a comma after a subordinate clause when it precedes a main clause

**Writing - spelling**

- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell and use words from NC statutory lists for Year 1/2 and Year 3/4.
- Understand that the relationship between words can help with spelling e.g. medicine is related to medical so the /s/ sound is spelt as c
- The grammatical difference between plural and possessive –s
- The suffix –ation
- Words with endings sounding like /ʒ.ə/ or /tʃə/ spelt -sure,-ture
- Endings which sound like /ʒən/ spelt -sion
- The suffix –ous
- Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian
- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) e.g. league and tongue or antique and unique
- Words with the /s/ sound spelt sc (Latin in origin) e.g. science, scene, scent, ascent, descent
- Possessive apostrophe with plural words
- Homophones and near-homophones i.e. other words that are often confused

**Writing – handwriting**

- Pupils should be taught to write legibly, fluently and with increasing speed by:
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left printed as opposed to joined
  - Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)