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| Year 4 English Knowledge and Skills in The New National Curriculum | | | |
| Reading | Writing | Vocabulary, grammar and punctuation | Spoken English |
| Reading –word reading   * 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 | Writing – composition 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: * 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 * 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 * 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 | Word   * know the grammatical difference between plural and possessive –s * use Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]   Sentence   * write noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) * use fronted adverbials [for example, Later that day, I heard the bad news.]   Text   * use paragraphs to organise ideas around a theme * use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition   Punctuation   * use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] * use apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] * use commas after fronted adverbials   Terminology for pupils   * determiner * pronoun, possessive pronoun * adverbial | * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication |
| Reading -comprehension  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]   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 * 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 |
| Writing – transcription  Spelling (see also English Appendix 1 for further guidance)   * consolidate rules and patterns covered in Y3 * spell words with the /s/ sound spelt sc (science, muscle) * spell homophones - scene/seen; ball/bawl; berry/bur * spell word endings spelt –tion, –sion, –ssion, –cian * spell words ending with the /g/ sound spelt –gue (rogue) and words ending in the /k/ sound spelt –que (plaque) * use possessive apostrophe with plural words * spell homophones - knot/not; missed/mist; rain/rein/reign * add the suffix –ous (various, famous) * add the suffix –ation * spell homophones - weather/whether; whose/who’s; medal/meddle; affect/effect * add more prefixes – none specified as statutory but suggestions are:-in, im, il, ir, sub, inter, super, anti, auto |
| Writing –transcription Handwriting   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-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] |

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|  | **Progression in Discussion Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 4** | To develop positive attitudes to reading and understanding of what they have read by:   * listening to and discussing a wide range of non-fiction * reading books that are structured in different ways and reading for a range of purposes * identifying themes and conventions in a wide range of books * discussing words and phrases that capture the reader’s interest and imagination   To understand what they read, in books they can read independently, by:   * checking that the text makes sense to them, discussing their | * To begin to recognise which texts present a single (biased) viewpoint and which try to be more objective and balanced. * To explore the expression of different views through discussion, role play and drama. | 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   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 * in non-narrative material, using simple organisational devices (*such as headings and sub-headings)* | * To write simple texts which show one point of view (single/biased) and then re- write to show a balanced point of view (provide counter arguments)   (*link to other areas of the curriculum, e.g., Science, Geography*) |

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|  | understanding and explaining the meaning of the words in context   * identifying how language, structure and presentation contribute to meaning   To retrieve and record information from non-fiction. |  | To evaluate and edit by:   * assessing the effectiveness of their own and others’ writing and suggesting improvements   **Grammar**   * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases *(e.g. ‘the teacher’ expanded to:’ the strict maths teacher with curly hair’)* * Use of paragraphs to organise ideas around a theme * **Fronted adverbials** and the use of commas after **fronted adverbials** |  |

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|  | **Progression in Discussion Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | *National Curriculum programme of*  *study – statutory requirements* | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |

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|  | **Progression in Explanatory Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 4** | To develop positive attitudes to reading and understanding of what they have read by:   * listening to and discussing a wide range of non-fiction and reference books or text books * 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   To 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 the words in context * asking questions to improve their understanding of a text   To retrieve and record information from non-fiction | * To read and analyse explanatory texts to identify key features:   - purpose: to explain a process or to answer a question  -structure: introduction, followed by sequential explanation, organised into paragraphs  -language features: usually present tense; use of connectives of time and cause and effect  -presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering   * To orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate | 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   To draft and write by:   * in non-narrative material, using simple organisational devices (*such as headings and sub-headings)*   **Grammar**   * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases *(e.g. ‘the teacher’ expanded to:’ the strict maths teacher with curly hair’)* * Use of paragraphs to organise ideas around a theme | * To write explanatory texts independently from a flowchart or other diagrammatic plan |

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|  | * identify how language, structure and presentation contribute to meaning | *work in small groups. Try out with other children, giving instruction and listening and following theirs)*   * To evaluate effectiveness of instructions | *next, soon, therefore),* or prepositions *(e.g. before, after, during, in, because of)*   * Headings and sub-headings to aid presentation |  |

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|  | **Progression in Instructional Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 4** | To develop positive attitudes to reading and understanding of what they have read by:   * listening to and discussing a wide range of non-fiction * reading books that are structured in different ways and reading for a range of purposes   To 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 the words in context * identify how language, structure and presentation contribute to meaning | * To give clear oral instructions to achieve the completion of a common tasks * To follow oral instructions of increased complexity. | 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   To draft and write by:   * in non-narrative material, using simple organisational devices (*such as headings and sub-headings)*   **Grammar**   * Fronted adverbials | * To write a set of instructions *(using appropriate form and features, and test them out on other people, revise and try them out again)* |

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|  | **Progression in Narrative** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 3** | To develop positive attitudes to reading and understanding of what they have read by:   * listening to and discussing a wide range of fiction * increasing their familiarity with a wide range of books, including | * To understand sequential story structure *(identify common, formal elements in story openings and endings and typical features of particular types of story)* * To identify common features in narrative texts *(themes, key incidents and typical phrases or* | 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 | * To write complete stories with a full sequence of events in narrative order *(include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story)* * To use either 1st or 3rd person consistently |

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|  | fairy stories, myths and legends, and retelling some of these orally   * identifying themes and conventions in a wide range of books * discussing words and phrases that capture the reader’s interest and imagination   To understand what they read, in books they can read independently, by:   * 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 | *expressions) Note the use of language or music or camera angle to set scenes, build tension, create suspense.*   * To recognise how a plot is developed * To identify how authors use different techniques to provoke readers’ reactions *(notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters.)* * To make inferences about characters’ feelings, behaviour and relationships *(based on descriptions and their actions in the story; identify examples of stereotypical characters make judgements about a character’s actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue)* * To recognise how settings are used to create atmosphere *(look at examples of scene changes that move the plot on, relieve or build up the tension)* * To tell stories based on own experience and oral versions of familiar stories *(include dialogue to set the scene and present characters; vary voice and intonation to create effects and*   *sustain interest; to sequence events clearly and have a definite ending; explore relationships and*  *situations through drama)* | * in narratives, creating settings, characters and plot   **Grammar**   * Expressing time, place and cause using conjunctions *(e.g. when, before, after, while, so, because),* adverbs *(e.g. then, next, soon, therefore),* or prepositions *(e.g. before, after, during, in, because of)* * Use of the present perfect form of verbs instead of the simple past *(e.g. He has gone out to play contrasted with He went out to play)* * Introduction to inverted commas to punctuate direct speech | * To use conventions for written dialogue *(and include some dialogue that shows the relationship between two characters)* |

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|  | **Progression in Persuasive Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of study – statutory requirements | *Progression statements – non statutory* |
| **Year 4** | To develop positive attitudes to reading and understanding of what they have read by:   * listening to and discussing a wide range of non-fiction * reading books that are structured in different ways and reading for a range of purposes * identifying themes and conventions in a wide range of books * discussing words and phrases that capture the reader’s interest and imagination   To 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 the words in context * identifying how language, structure and presentation contribute to meaning   To retrieve and record information from non-fiction. | * To read and analyse a range of persuasive texts to identify key features *(e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues).* * To analyse how a particular view can most convincingly be presented *(e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments)* * To investigate how style and vocabulary are used to convince the reader. * To evaluate advertisements for their impact, appeal and honesty (*focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words)* | 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   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 * in non-narrative material, using simple organisational devices (*such as headings and sub-headings)*   To evaluate and edit by:   * assessing the effectiveness of their own and others’ writing and suggesting improvements   **Grammar**   * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases *(e.g. ‘the teacher’ expanded to:’ the strict maths teacher with curly hair’)* * Use of paragraphs to organise | * To assemble and sequence points in order to plan the presentation of a point of view *(e.g. on hunting, school rules using more formal language appropriately)* * To back up points of view with illustrations and examples * To present a point of view linking points persuasively and selecting style and vocabulary appropriate to the listener/reader (*explore how ICT/ other use of multimodality might support this)* * To design an advertisement, making use of linguistic and other features learnt (*such as a poster or radio jingle, on paper or screen,*   *e.g. for a school fête or an imaginary product)*   * To explore the use of connectives to structure a persuasive argument (*e.g. adverbs, adverbial phrases, conjunctions ‘if…, then’; ‘on the other hand…’; ‘finally’; ‘so’, etc.)* |

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|  | |  | |  | | ideas around a theme   * Fronted adverbials and the use of commas after fronted adverbials | |  | |
|  | | **Progression in Poetry and Play Scripts** | | | | | | | |
|  | | Reading – comprehension and oral retelling | | | | Writing – composition and grammar | | | |
|  | | National Curriculum programme of  study – statutory requirements | | *Progression statements – non*  *statutory* | | National Curriculum programme of  study – statutory requirements | | *Progression statements – non statutory* | |

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| **Year 4** | | To develop positive attitudes to reading and understanding of what they have read by:   * listening to and discussing a wide range of poetry and plays * 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 *(e.g. free verse, narrative poetry)*   To understand what they read, in books they can read independently, by:   * identifying how language, structure and presentation contribute to meaning | | * To describe a poem’s impact and explain own interpretation by referring to the poem * To comment on the use of similes and expressive language to create images, sound effects and atmosphere; * To discuss the poem’s form and suggest the effect on the reader * To vary volume, pace and use appropriate expression when performing * To use actions, sound effects, musical patterns and images to enhance a poem’s meaning | | 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   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   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.  **Grammar**   * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases *(e.g. ‘the teacher’ expanded to:’ the strict maths teacher with curly hair’)* | | * To use language playfully to exaggerate or pretend * To use similes to build images and identify clichés in own writing * To write free verse * To use a repeating pattern * To experiment with simple forms | |
|  | | **Progression in Recount Texts** | | | | | | | |
|  | | Reading – comprehension and oral retelling | | | | Writing – composition and grammar | | | |
|  | | National Curriculum programme of study – statutory requirements | | *Progression statements – non*  *statutory* | | National Curriculum programme of study – statutory requirements | | *Progression statements – non statutory* | |
| **Year 4** | | To develop positive attitudes to reading and understanding of what they have read by:   * listening to and discussing a wide range of non-fiction and reference books * reading books that are structured in different ways and reading for a range of purposes   To 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 the words in context * asking questions to improve their understanding of a text * identifying main ideas drawn from more than one paragraph and summarising these   To retrieve and record information from non-fiction. | | To watch or listen to third person recounts *(such as news or sports reports on television, radio or podcast)* and identify the sequence of main events.  To read examples of third person recounts (*such as letters, newspaper reports and diaries*) and recount the same event in a variety of ways (*such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns).* | | 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   To draft and write by:   * organising paragraphs around a theme   To evaluate and edit by:   * proposing changes to grammar and vocabulary to improve consistency   **Grammar**   * 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)* * Fronted adverbials *(e.g., Later that day,…)* * Use of commas after fronted adverbials | | * To write newspaper style reports (*e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader Girls with swirling hijabs danced to the ….)* | |

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|  |  |  | * Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition |  |