

# Griffe Field Primary School 2014 English Curriculum Overview - Year 4



Spoken Language	Reading – Word	Reading - Comprehension	Writing – transcription	Writing – handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Listen and respond appropriately to adults and their peers</li> <li>-Ask relevant questions to extend their understanding and knowledge</li> <li>-Use relevant strategies to build their vocabulary</li> <li>-Articulate and justify answers, arguments and opinions</li> <li>-Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>-Speak audibly and fluently with an increasing command of the Standard English</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes( as etymology and morphology) as listed in Appendix Year 3 both to read aloud and to understand the meaning of new words they meet</li> <li>-Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word</li> </ul>	<p>Pupils should be taught to Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>-Listening to, discussing a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks</li> <li>- Reading books that are structured in different ways and reading for a range of purposes</li> <li>-Using dictionaries to check the meaning of words that they have read</li> <li>-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally</li> <li>- Identifying themes and conventions in a wide range of books</li> <li>-Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>-Discussing words and phrases that capture the</li> </ul>	<p>Spelling ( see appendix Year 3)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Spell by using further prefixes and suffixes and understand how to add them</li> <li>-Spell further homophones</li> <li>-Spell words that are often misspelt</li> <li>-Place the possessive apostrophe accurately in words with regular plurals (for example girls', boys') and in words with irregular plurals (for example children's)</li> <li>-Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>-Increase the legibility, consistency and quality if their handwriting</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Plan their writing by</li> <li>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-Discussing and recording ideas</li> <li>-Draft and write by:</li> <li>-Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>-Organising paragraphs around a theme</li> <li>-In narratives creating settings, characters and plot</li> <li>- In non narrative material, using simple organisational devices (eg subheadings and headings)</li> <li>-Evaluate and edit by</li> <li>- Assessing the effectiveness of their</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Develop their understanding of the concepts set out in Appendix Year 3</li> <li>-Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>-Using the present perfect tense form of verbs in contrast to the past tense</li> <li>-Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>-Using conjunctions, adverbs and prepositions to express time and cause</li> <li>-Using fronted adverbials</li> <li>-Learning the grammar for Year 3 Appendix Year 3</li> </ul>

<p>-Participate in discussions, presentations, performances, role play , improvisations and debates</p> <p>-Gain , maintain and monitor the interest of the listeners.</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contribution of others</p> <p>-Select and use appropriate registers for effective communication</p>		<p>reader's interest and imagination</p> <p>-Recognising some different forms of poetry (eg free verse , narrative poetry)</p> <p>-Understand what they read, in books they can read independently by</p> <p>-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>-Asking questions to improve their understanding of a text</p> <p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>- Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>- Retrieve and record information from non - fiction</p> <p>-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</p>			<p>own and others writing and suggesting improvements</p> <p>-Proposing 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>-Indicate grammatical and other features by :</p> <p>-Using commas after fronted adverbials</p> <p>-Indicating possession by using possessive apostrophe with plural nouns</p> <p>-Using and punctuating direct speech</p> <p>-Use and understand the grammatical terminology in Appendix Year 3 accurately and appropriately when discussing their writing and reading</p>
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