

Year 4 English Curriculum Map

<u>Term</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Key texts</u>	Matilda - Roald Dahl <i>Fantasy</i>	Wind in the Willows - Kenneth Grahame <i>Classic fiction</i>	Kaspar Prince of Cats - Michael Morpurgo <i>Historical fiction</i>	Journey to the river sea - Eva Ibbotson <i>Adventure</i>	Stig of a Dump - Clive King <i>Adventure</i>	Mary Poppins - P. L. Travers <i>Fantasy</i>
<u>Supplementary texts</u>	Matilda Play-script Dennis Kelly Ancient Egypt tales of Gods Heroes - Marceya	Atlases	Escape from Pompeii Christina Bellet	Crime and Punishment through the ages - Grant Bage	National Geographic	Water cycles - DK
<u>Poetry</u>	Kenning		Tetractys		Free Verse	
<u>Genre coverage</u>	<u>Genre:</u> Writing to describe: Character/ Setting description Writing to entertain: Play-script	<u>Genre:</u> Writing to entertain: Narrative Writing to persuade: Letter	<u>Genre:</u> Writing to inform: Newspaper report Writing to inform: Diary	<u>Genre:</u> Writing to entertain: Narrative Writing to inform: Non-chronological report	<u>Genre:</u> Writing to entertain: Narrative Writing to persuade: Letter/ advert	<u>Genre:</u> Writing to entertain: Narrative Writing to inform: Non-chronological report
<u>Handwriting - Transcription</u>	To use a neat, joined handwriting style with increased accuracy and speed.		To increase the legibility, consistency and quality of their handwriting by ensuring that down strokes of letters are parallel and equidistant.		To increase the legibility, consistency and quality of their handwriting by ensuring that down strokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced out sufficiently so that ascenders and descenders do not touch.	
<u>Handwriting - Composition</u>	Confidently and consistently: Planning: -Discuss writing that is similar to the writing that they are planning in order to understand and learn from the structure, vocabulary and grammar -Consider what they are going to write before beginning by planning, writing ideas/key words, new vocabulary, encapsulating what they want to say sentence by sentence. Drafting: -Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures -Organise paragraphs around a theme -Create settings, characters and plots Evaluating and editing -Assess the effectiveness of their own and other's writing suggesting improvements -Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns -Proof-read consistently and amend their own and other's writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion Read aloud what they have written with appropriate intonation to make the meaning clear.					
<u>Grammar & Punctuation</u>	Year 3 recap: Word families based on common words, showing how words are related in form and meaning. Express time, place and cause using	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use a comma after the reporting clause, end punctuation with inverted commas. Grammatical difference between plural and possessive -s.	Noun phrases expanded by the addition of modifying adjectives, Noun phrases expanded by the addition of modifying nouns,	Apostrophes to mark plural possession. Determiner Pronoun / Possessive pronoun	Consolidation of all Year 4 expectations: Grammatical difference between plural and possessive -s. Standard English forms for verb inflections instead of local spoken forms

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	conjunction, adverbs and prepositions. Use of paragraphs, headings and subheadings. Present perfect form of verbs in contract to simple past tense. Commas to punctuate direct speech Extend sentences with more than one cause using subordination. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Commas after fronted adverbials.	Commas after fronted adverbials. Use a comma after the reporting clause, end punctuation with inverted commas. Grammatical difference between plural and possessive -s. Standard English forms for verb inflections.	Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, Noun phrases expanded by the addition of modifying nouns, Noun phrases expanded by the addition of modifying preposition phrases, Inverted commas and other punctuation to direct speech.	Noun phrases expanded by the addition of modifying preposition phrases, Inverted commas and other punctuation to direct speech. Apostrophes to mark plural possession. Determiner Pronoun / Possessive pronoun	Use paragraphing to order and build up ideas. -Use a range of sentence openers and make informed choices on which opener to use for effect.	(for example, <i>we were</i> instead of <i>we was</i>) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials. Paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause; end punctuation within inverted commas). Apostrophes to mark plural possession Use of commas after fronted adverbials.
Word reading and spelling	Words with /aw/ spelt with augh and au. Adding the prefix in- (meaning 'not' and 'into') Adding the prefix im- (before a root word starting with 'm' or 'p') Adding the prefix il- (before a root words starting with 'l') and the prefix ir- (before a root word starting with 'r'). Homophones & near homophones. Words with /shun/ endings spelt with 'sion' (if root words ends in 'se', 'de' or 'd')	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') Words with 'ough' to make a long /o/, /oo/ or /or/ sound Statutory Spellings Challenge Words	Homophones & near homophones Nouns ending in the suffix -ation. Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Plural possessive apostrophes with plural words.	Words spelt with the /s/ sound spelt with 'sc'. Words with a 'soft c' spelt with 'ce'. Words with a 'soft c' spelt with 'ci', Word families based on common words, showing how words are related in form and meaning. Statutory spellings challenge words	Adding the prefix inter- (meaning 'between' or 'among') Adding the prefix anti- (meaning 'against') Adding the prefix auto- (meaning 'self' or 'own') Adding the prefix ex- (meaning 'out') Adding the prefix non- (meaning 'not') Words ending in -ar/-er.	Adding the suffix -ous (No change to the root word) Adding the suffix -ous (No definitive root word) Adding the suffix -ous (Words ending in 'y' becoming 'I' and words ending in 'our' becoming 'or') Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge') Adverbials of frequency and possibility. Adverbials of manner.
Comprehension Reading friends Vocabulary Victor Inference Iggy Predicting Pip Retrieval Rex Summarise Suki Comparing Cassie	Vocabulary: -Use dictionaries to check the meaning of words that they have read (independently and with confidence) -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (more independently). -Discuss words and phrases that capture the reader's interest and imagination (with greater depth and insight). Inference: -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Ask questions to improve their understanding of a text (with greater independence and focus). Prediction: -Predict what might happen from details stated and implied. Retrieval: -Confidently answer questions with evidence, extract relevant details from various texts including retrieving and recording information from non-fiction. Increase their familiarity with a wide range of books including fairy stories, myths and legends. Summarising: -Identify and summarise main ideas across more than one paragraph. -Retell a variety of traditional stories, identifying key events					

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	-Independently check that a text makes sense, explaining meaning in context. Compare, contrast and comment: -Identify how language, structure and presentation contribute to meaning(independently and with examples) -Identify themes and conventions in a wide range of books. -Read books that are structure in different ways and read for a range of purposes (independently and with growing insight).		
Poetry	Listen to, confidently discuss and express a wide range of views about more complex contemporary and classic poetry. Increasingly recognise simple recurring literary language in stories and poetry. Prepare poems of a high standard to read aloud and to perform, showing increased understanding through intonation, tone, volume and action. Recognise varied forms of poetry.	Listen to, discuss and express views about wide range of contemporary and classic poetry. Recognise simple recurring literary language in stories and poetry. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise and discuss some different forms of poetry.	Listen to, discuss and express views about wide range of contemporary and classic poetry. Recognise simple recurring literary language in stories and poetry. Prepare poems to read aloud and to perform confidently, showing an increased understanding understanding through intonation, tone, volume and action. Recognise and discuss some different forms of poetry.
Statutory terminology for pupils	Determiner Pronoun, possessive pronoun Adverbial		
National curriculum requirements.	NATIONAL CURRICULUM Y3 & Y4 Writing - transcription Spelling Pupils should be taught to: use further prefixes and suffixes and understand how to add them - see English appendix 1 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 Handwriting Pupils should be taught to: 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] Writing - composition 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 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 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		

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proofread for spelling and punctuation errors
read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English appendix 2 by:
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

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

use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

Reading - Word reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in – see English appendix 1, both to read aloud and to understand the meaning of new words they meet.

Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the world.

Comprehension

Pupils should be taught to:

develop positive attitudes to reading, and an 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 1 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