



Whole School Curriculum Map by Subject: English

Year 4

Oracy

- ✓ 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

Spelling

- ✓ The /u / sound spelt ou
- ✓ More prefixes – mis-, un-, inter-, auto-
- ✓ The suffix –ly
- ✓ Words ending in ure sounding like /zhuh/ (-sure)
- ✓ Endings which sound like -sion
- ✓ The suffix –ous
- ✓ The suffix –ion
- ✓ Words ending with the /g/ sound spelt –gue and the /k/ sound spelt – que
- ✓ Words with the /s/ sound spelt sc
- ✓ Words spelt ei, eigh, or ey
- ✓ Possessive apostrophe with plural words
- ✓ Homophones or near homophones
- ✓ Common exception word list Year 3/4

Handwriting

- ✓ Use the diagonal and horizontal strokes that are needed to join letters
- ✓ Increase the legibility, consistency and quality of handwriting [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]

Vocabulary, Grammar and Punctuation

- ✓ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, although
- ✓ Understand the difference between plural and possessive –s
- ✓ Use Standard English forms for verb inflections instead of local spoken forms ['we were' instead of 'we was' or 'I did' instead of 'I done']
- ✓ Expand noun phrases by adding adjectives, nouns and preposition phrases ('the teacher' expanded to 'the strict maths teacher with curly hair')
- ✓ Use fronted adverbials [Later that day, I heard the bad news.]
- ✓ Use paragraphs to organise ideas around a theme
- ✓ Choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition
- ✓ Use inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
- ✓ Use apostrophes to mark plural possession
- ✓ Use commas after fronted adverbials
- ✓ Use conjunctions, adverbs and prepositions to express time and cause

Terminology

determiner, pronoun, possessive pronoun, adverbial



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Word Reading

- ✓ Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words
- ✓ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading Comprehension

- ✓ Develop positive attitudes to reading, and an understanding of what they read
- ✓ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ✓ Read books that are structured in different ways and read for a range of purposes
- ✓ Use dictionaries to check the meaning of words that they have read
- ✓ Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- ✓ Identify themes and conventions in a wide range of books
- ✓ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ✓ Discuss words and phrases that capture the reader's interest and imagination
- ✓ Recognise some different forms of poetry e.g. free verse, narrative poetry

In books read independently:

- ✓ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ✓ Ask questions to improve their understanding of a text
- ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- ✓ Predict what might happen from details stated and implied
- ✓ Identify main ideas drawn from more than one paragraph and summarise these
- ✓ Identify how language, structure, and presentation contribute to meaning

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



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Texts to lead learning

Autumn Term (Rampaging Romans)	Spring Term (North and South America)	Summer Term (Incredible Inventions)
The Time Traveller's Journal – Greg Becker Escape From Pompeii – Christina Balit Roman Diary: the journal of Iliona – Richard Platt The Roman Mysteries: The Thieves of Ostia – Caroline Lawrence Romans on the Rampage – Jeremy Strong The Orchard Book of Roman Myths – Geraldine McCaughrean Meet the Ancient Romans – James Davies So you think you've got it bad: a kids life in Ancient Rome – Chae Strathie	Fire girl, forest boy – Chloe Daykin The Shaman's Apprentice – Lynne Cherry The Explorer – Katherine Rundell Running Wild – Michael Morpurgo Pongo – Jesse Hodgson Where the forest meets the sea – Jeannie Baker The Chocolate Tree: A Mayan Folktale – Linda Lowry & Richard Keep Rain Player – David Wisniewski Middleworld – J & P Voelkel	Clockwork – Philip Pullman Iron Man – Ted Hughes Cogheart – Peter Bunzl Brightstorm – Vashti Hardy Tin – Padraig Kenny The Wild Robot – Peter Brown

Suggested texts for class reads (as well as above)

The Miraculous Journey of Edward Tulane – Kate Di Camillo
 Varjak Paw – S. F. Said
 Wolf Wilder – Katherine Rundell
 The Boy at the Back of the Class – Onjali Q. Rauf
 Krindlekrax – Philip Ridley



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Writing Transcription

- ✓ Use further prefixes and suffixes and understand how to add them
- ✓ Spell further homophones
- ✓ Spell words from the common exception word list for this year group and the previous year groups
- ✓ Place the possessive apostrophe accurately in words
- ✓ Use the first two or three 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

Writing Composition

Plan their writing:

- ✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ✓ Discuss and record ideas

Draft and write:

- ✓ Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- ✓ Organise paragraphs around a theme
- ✓ In narratives, create settings, characters and plot
- ✓ In non-narrative material, use simple organisational devices [for example, headings and sub-headings]

Evaluate and edit:

- ✓ Assess the effectiveness of their own and others' writing and suggest improvements
- ✓ Propose 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