



## St Charles' Catholic Primary School

### Year Four

### English Primary Curriculum

#### Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

- 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, roleplay/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

(The objectives for Reading are common across Years 3 and 4)

#### Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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

#### Comprehension

- develop positive attitudes to reading, and an understanding of what they read, by:
  - i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - ii. reading books that are structured in different ways and reading for a range of purposes
  - iii. using dictionaries to check the meaning of words that they have read
  - iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - v. identifying themes and conventions in a wide range of books
  - vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - vii. discussing words and phrases that capture the reader's interest and imagination
  - viii. recognising some different forms of poetry



- understand what they read, in books they can read independently, by
  - i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - ii. asking questions to improve their understanding of a text
  - iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - iv. predicting what might happen from details stated and implied
  - v. identifying main ideas drawn from more than 1 paragraph and summarising these
  - vi. 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**

(The objectives for Reading are common across Years 3 and 4)

### **Spelling**

- use further prefixes and suffixes and understand how to add them (English [Appendix 1](#))
- spell further homophones
- spell words that are often misspelt (English [Appendix 1](#))
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  
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 and Presentation**

- 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

### **Composition**

- Plan their writing by:
  - i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - ii. discussing and recording ideas
- Draft and write by:
  - i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English [Appendix 2](#))
  - ii. organising paragraphs around a theme
  - iii. in narratives, creating settings, characters and plot
  - iv. in non-narrative material, using simple organisational devices
- Evaluate and edit by:



- i. assessing the effectiveness of their own and others' writing and suggesting improvements
  - ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- 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.

### **Vocabulary, grammar & punctuation**

- develop their understanding of the concepts set out in Appendix 2 by:
  - i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - ii. using the present perfect form of verbs in contrast to the past tense
  - iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - iv. using conjunctions, adverbs and prepositions to express time and cause
  - v. using fronted adverbials
  - vi. learning the grammar for years 3 and 4 in Appendix 2
- indicate grammatical and other features by:
  - i. using commas after fronted adverbials
  - ii. indicating possession by using the possessive apostrophe with singular and plural nouns
  - iii. using and punctuating direct speech
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

### **Appendix 2**



Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial