



St James' Church of England Primary School

Key Learning in English – Year 4



Word Reading

As above and:

- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *sub-, inter-, anti-, -auto-*.
- Use suffixes to understand meanings e.g. *-ation, -ous, -tion, -sion, -ssion, -cian*.
- Read and understand meaning of words on Y3/4 word list – see bottom.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Comprehension

As above and:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts*.
- Regularly listening to whole novels read aloud by the teacher.
- Analysing and evaluate texts looking at language, structure and presentation.
- Analysing different forms of poetry e.g. *haiku, limericks, kennings*.
- Reading books and texts for a range of purposes and responding in a variety of ways.
- Analysing and comparing a range of plot structures.
- Retelling a range of stories, including less familiar fairy stories, myths and legends.
- Identifying, analysing and discussing themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals*.
- Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes*.
- Learning a range of poems by heart and rehearsing for performance.
- Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.

Discussing their understanding of the text

- Explaining the meaning of key vocabulary within the context of the text.
- Making predictions based on information stated and implied.
- Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Identifying main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text*.

Retrieve and record information from non-fiction.

- Analysing and evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.
- Scanning for dates, numbers and names.
- Explaining how paragraphs are used to order or build up ideas, and how they are linked.
- Navigating texts to locate and retrieve information in print and on screen.

- Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
- Develop, agree on and evaluate rules for effective discussion.
 - Making and responding to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles.*

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling (see also the Lancashire Supporting Spelling document for further detail)	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> ▪ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> ▪ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> ▪ Use commas to mark clauses in complex sentences. ▪ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> ▪ Identify, select and effectively use pronouns. ▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> ▪ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I</i> 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. ▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. ▪ Discussing and recording ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i> <p>Draft and write by:</p> <ul style="list-style-type: none"> ▪ Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▪ Planning and writing an opening paragraph which combines the introduction of a setting and character/s. ▪ Organising paragraphs in narrative and non-fiction. ▪ Linking ideas within paragraphs e.g. <i>fronted adverbials for when and where.</i> ▪ Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use further prefixes and suffixes and understand how to add them. ▪ Spell further homophones. ▪ Spell words that are often misspelt. ▪ Use the first 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. ▪ Learn to spell new words correctly and have plenty of practice in spelling them. ▪ Understand how to place the apostrophe in words with irregular plurals (e.g. children's). ▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Write with consistency in size and proportion of letters, e.g. <i>by 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.</i>

were, I did instead of *I done*. *She saw it* instead of *she seen it*.

- Use apostrophes for singular and plural possession e.g. *the dog's bone* and *the dogs' bones*.

phrases, alliteration appropriate to text type.

Evaluate and edit by:

- Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.
 - Discussing and proposing changes with partners and in small groups.
 - Improving writing in light of evaluation
- Perform own compositions for different audiences
- Use appropriate intonation, tone and volume to present their writing to a range of audiences.

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Listen and retain key points from a range of situations, e.g. information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing. - Listen to their peers and retain key points in a range of situations e.g. following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc. - Listen and identify how intonation and expression affects meaning, e.g. when listening to others perform a playscript, persuasive advert or poem. - Listen and consider viewpoints from adults and peers, e.g. different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science or using historical evidence to identify a point of view. 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. - Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. - Respond to questions posed by an adult or peer, orally, related to who, what, where, when, why and how, and ask further relevant questions to extend understanding and knowledge. - Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. - Take turns when making contributions and responding to others, in a variety of group situations e.g. discussions and debates. - Provide oral explanations, extending with additional details e.g. hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc. 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Use Standard English verb inflections when speaking, e.g. <ul style="list-style-type: none"> - I was - we were - they are - Use conjunctions and, but, because, when, before, after, if, so, as, while, since, although during talk to extend ideas, using speaking frames to support, e.g. <ul style="list-style-type: none"> - When the Romans arrived in Britain, they... - Since 43AD... - If the character... 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry and across the curriculum. - Describe settings orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. - Describe characters orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. - Describe feelings orally, following modelling, using precise vocabulary provided by an adult and/ or generated via discussion, e.g. use a thesaurus to explore appropriate synonyms from which to select 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. props, images, actions and story maps. - Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. props, images, actions and text maps. - Participate in a range of drama approaches in English and across the curriculum, e.g. talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference. - Take part in imaginative role play, e.g. by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately. - Prepare poems and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. different groups, another class, whole school.

	- Speak audibly and fluently when communicating with others in pairs, groups and whole class situations			- Use non-verbal gestures whilst presenting and performing to gain the audience's interest.
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