



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 <i>(see also the Lancashire Supporting Spelling document for further detail)</i>	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.