

Key Learning in English – Year 4

Spoken Language	Reading – word reading	Reading – comprehension	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words • Use prefixes to understand meanings e.g. <i>sub-, inter-, anti-, -auto-</i> • Use suffixes to understand meanings e.g. <i>-ation, -ous, -tion, -sion, -ssion, -cian</i> • 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 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i> • 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. <i>haiku, limericks, kennings</i> • 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. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i> • Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i> • 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 <p>Discussing their understanding of the text</p> <ul style="list-style-type: none"> • 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. <i>character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i> <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> • Analysing and evaluating how specific information is organised within a • non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> • 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 <p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none"> • Develop, agree on and evaluate rules for effective discussion • Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i> 	
Writing – composition		Writing – transcription	
vocabulary, grammar & punctuation	composition	spelling	handwriting
<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 were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. • Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i> 	<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 versions • 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> 	<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 	<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>