

## Year 4 Literacy Curriculum Coverage

Statutory Curriculum				
Reading	Writing	Grammar	Punctuation	Terminology
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words (NC Appendix 1)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. e.g. although, weight, eight</p> <p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> <p>use dictionaries to check the meaning of words that they have read</p> <p>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying 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</p> <p>discuss words and phrases that capture the reader's interest and imagination</p> <p>recognise some different forms of poetry</p> <p>check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>draw inferences such as inferring characters' feelings,</p>	<p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <b>See Pie Corbett Progression sheet for examples</b></p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>using conjunctions, adverbs and prepositions to express time and</p>	<p>Commas to mark clauses and to mark off fronted adverbials</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p>	<p>determiner pronoun, possessive pronoun adverbial</p>

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thoughts and motives from their actions, and justifying inferences with evidence	vocabulary to improve consistency, including the accurate use of pronouns in sentences	cause		
predict what might happen from details stated and implied	proofread for spelling and punctuation errors			
identify main ideas drawn from more than 1 paragraph and summarising these	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			
identify 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				

Spellings	Genres	Texts
<ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>Adding the prefix in- (meaning 'not' or 'into')</li> <li>Adding the prefix im- (before a root word starting with 'm' or 'p')</li> <li>Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')</li> <li>Adding the prefix inter- (meaning 'between' or 'among')</li> <li>Adding the prefix anti- (meaning 'against')</li> <li>Adding the prefix auto- (meaning 'self' or 'own')</li> <li>Adding the prefix sub- (meaning 'under') and adding</li> <li>Nouns ending in the suffix -ation</li> <li>Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') and (Words ending in 'e' drop the 'e' but not 'ge')</li> <li>Words with endings sounding like /ʒə/ or /tʃə/ spelt -sure and -ture</li> <li>Words with /shuhn/ sound, spelt with 'ssion' / 'tion' &amp; 'cian'</li> <li>Homophones &amp; near homophones</li> </ul> <p><b>Statutory Spellings Challenge Words</b>            accident(ally) caught centre century certain circle complete decide different difficult exercise experience experiment favourite history imagine increase important interest</p>	<p><b><u>Narratives</u></b>            Stories with a historical setting            Stories which raise issues or dilemmas            Stories set in an imaginary world            Stories from other cultures            Play scripts            Narratives Writing from different viewpoints            Character/ settings descriptions            Diaries</p> <p><b><u>Non-Fiction Texts</u></b>            Information Texts            Newspapers            Persuasive texts            Explanation texts            Letters Informal letters            Recount            Note writing</p>	<p>The Ice Palace – Robert Swindells            Escape from Pompeii – Christina Balit            The Fireworkmaker's Daughter – Phillip Pullman            Why the Whales came – Micheal Morpurgo            Voices in the Park - Anthony Browne</p>

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<p>knowledge length material medicine mention minute naughty notice occasion(ally)  opposite perhaps position possess(ion) possible potatoes promise purpose question  recent regular sentence separate special strength suppose therefore though/although  thought through</p>	<p>Leaflets</p> <p><b>Poetry</b>  Poems to perform  Creating Images  Exploring form  Language play</p>	
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## Spoken Language

Pupils should be taught to:

- 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