Reading Overview
Year 4

Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
W1. At this stage, teaching comprehension skills should be taking precedence over teaching word reading. Any focus on word reading should support the development of vocabulary. W2. **To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word** (Y4 list, moving to Y5 when ready). W3. **To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.** e.g. inter-, -ture, -cian, -ir-, -ally, **(See English appendix 1).** W4. I can read books that are appropriate for my age and interest level. W5. I can use punctuation to determine intonation and expression when reading aloud to a range of audiences.	P1. **To develop positive attitudes to reading, and an understanding of what they read.** P2. **To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** at an appropriate level for the year group. P3. **To read books that are structured in different ways and read for a range of purposes** P4. To identify features of different fiction genres verbally and in written form. P5. **To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.** P6. To read a variety of books for enjoyment. P7. **To identify themes and conventions in a wide range of books** P8. I can make connections verbally and in written form between books by the same author, example, Michael Morpurgo often starts his stories in the present but then goes back in time. P9. To recognise the use and effect of patterned language in text both verbally and in written form. P10. **To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**	F1. **To understand what they read, in books they can read independently.** F2. **To identify how language, structure, and presentation contribute to meaning** using texts_at an appropriate level for the year group. F3. **To check that the text makes sense to them and discussing their understanding, and explaining the meaning of words in context** F4. To self-correct where a text does not make sense. F5. **To identify main ideas drawn from more than 1 paragraph and summarise these.** F6. e.g. the character is evil because….1/2/3 reasons verbally and in written. F7. To empathise with a character, **inferring on character's thoughts, feelings, motives from their actions and justify with** secure **evidence.** (Locate and evidence) verbally and in written form. F8. To pull together clues from action, dialogue and description to infer meaning verbally and in written form. F9. **To make predictions with** evidence (**details stated and implied**) **from the text** and with knowledge of wider reading, both verbally and in written form.	D1. **To 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** D2. To provide reasoned justifications for my_opinions. D3. To explain and discuss their understanding of what they have read, including through discussion and debates. D4. **To retrieve and record information from non-fiction.** D5. To locate information using skimming, scanning and text marking including dates, numbers and names. D6. To navigate texts e.g using contents and index pages, in order to locate and retrieve information in print and on screen. D7. To understand how the author wants the reader to respond both verbally and in written form. D8. To find, comment and write about examples of how authors express

	P11. **<u>To recognise some different forms of poetry [for example, free verse, narrative poetry]</u>** P12. To perform a range of poems to an auidence,through the use of tone and expression. P13. **<u>To use dictionaries to check the meaning of words that they have read.</u>** P14. **<u>To discuss words and phrases that capture the reader's interest and imagination.</u>** P15. To discuss, explain and write about the meaning of key vocabulary within the context of the text.	F10. **<u>To ask questions to improve their understanding of a text.</u>** F11. To demonstrate active reading strategies e.g. generating questions, finding answers, refining answers, refining thinking, modifying questions, constructing images.	different moods, feelings and attitudes. D9. To make simple comments both verbally and in written form on how the readers or writers context makes a difference to the social, cultural or historical setting/ example- the island sounds really dangerous to us because we have not heard of these creatures. D10. To know how suspense is built up in a story, including the development of the plot both verbally and in written form.

Sentence Stems	Vocabulary
An argument for/against is… I understand, however... It appears to be… I understand that depending on… I understand your point of view However, … You could improve this work by… It was successful because… Due to the fact that… Most reasonable people would agree that… Due to… Subsequently...	Metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, Cinquain, kennings determiner pronoun, possessive pronoun adverbial.

Writing Overview

Year 4

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
S1. **To use the first two or three letters of a word to check its spelling in a dictionary.**	H1. To continue to build muscle strength, enabling comfortable writing at length.	**C1.** **To plan their writing.**	**V1.** **To learn the grammar for years 3 and 4 in English Appendix 2.**
S2. **To spell words ending in –ture.**	**H2.** **To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].**	**C2.** **To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**	**V2.** **To know the grammatical difference between plural and possessive –s.**
S3. **To spell words ending in –sion and –cian.**	H3. To develop my own handwriting style.	C3. **To discuss and record ideas** e.g. story mountain, text map.	**V3.** **To use Standard English forms for verb inflections instead of local spoken forms (For example, we were instead of we was, or I did instead of I done)**
S4. **To spell words that are often misspelt (English Appendix 1)**	**H4.** **To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined**	**C4.** **To draft and writing.**	V4. To use the possessive pronouns, yours, mine, theirs, ours, hers, its
S5. **To spell the Year 4 spelling list words (selected from the Y3/4 statutory word list).**	H5. To use a joined style throughout my independent writing.	**C5.** **To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)**	**V5.** **To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *The strict maths teacher with curly hair*)**
S6. **To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]**		C6. **To organise paragraphs around a theme** in fiction and non-fiction texts	V6. To explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.
S7. To know the grammatical difference between plural and possessive –s including irregular words, e.g. child –children.		**C7.** **To create settings, characters and plot in narrative writing.**	V7. To use adverbs to modify verbs
S8. **To spell further homophones** Affect/effect ball/bawl Berry/ bury here/hear Heel/heal/ he'll Knot/not mail/male Mane/main meat/meet Medal/meddle missed/mist Plain/plane Whose/who's Rain/rein/reign		C8. To understand that writing can be third or first person	**V8.** **To use fronted adverbials**
S9. **To use further prefixes and suffixes and understand how to add them (English Appendix 1)** e.g. inter-, -ture, -cian, -ir-, -ally, (Linked to expectation in reading- children to be taught to read words containing these prefixes and suffixes before being expected to spell them, ensure termly planning reflects this).		**C9.** **To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.**	V9. To create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.
		C10. To use adverbs and adverbials.	V10. To create sentences with fronted adverbials to express when e.g. As the clock struck twelve, the soldiers sprang into action and for where e.g. In the distance, a lone wolf howled
		C11. **To evaluate and edit**	**V11.** **To use paragraphs to organise ideas around a theme**
		C12. **To assess the effectiveness of their own and others' writing and suggesting improvements**	**V12.** **To choose nouns or pronouns appropriately (within and across sentences) for clarity and cohesion and to avoid repetition**
		C13. **To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors.**	

S10. To use knowledge of root words to apply prefixes and suffixes to make a greater range of words. **S11. <u>To apply spelling rules and guidance, as listed in English Appendix 1.</u>** **S12. <u>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</u>**		**C14. <u>To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</u>** with increasing confidence.	**V13. <u>To indicate grammatical and other features</u>** **V14. <u>To use commas after fronted adverbials</u>** V15. **<u>To indicate possession by using the possessive apostrophe with plural nouns [for example, the girl's name, the girls' names]</u>** **V16. <u>To use inverted commas & other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</u>** V17. To use commas to mark clauses in complex sentences. **V18. <u>To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</u>** **V19. <u>Determiner, pronoun, possessive pronoun, adverbial</u>**