

YEAR 4 Curriculum 2014: English 'at a glance' checklist

Spoken Language											
Pupils should be taught to: <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 			<ul style="list-style-type: none"> 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. 								
Reading – Word reading			Writing - Transcription			Handwriting and presentation					
Pupils should be taught to: <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 			Pupils should be taught to: <p>Spelling (see English Appendix 1)</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or 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. 			Pupils should be taught to: <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, 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]. 					
APPENDIX 1 – Spelling Year 3 and 4											
Adding suffixes beginning with vowel letters to words of more than one syllable forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener,			inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anti-clockwise, antisocial auto- : autobiography, autograph The suffix –ation information, adoration, sensation, preparation, admiration The suffix –ly sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically			Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) league, tongue, antique, unique Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline, fascinate, crescent Words with the /eɪ/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, they, obey Possessive apostrophe with plural words girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's opulation) Homophones or near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's					
The /z/ sound spelt y elsewhere than at the end of words myth, gym, Egypt, pyramid, mystery The /a/ sound spelt ou young, touch, double, trouble, country More prefixes dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect il- : illegal, illegible, im- : immature, immortal, impossible, impatient, imperfect ir- : irregular, irrelevant, irresponsible re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, submerge			inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anti-clockwise, antisocial auto- : autobiography, autograph The suffix –ation information, adoration, sensation, preparation, admiration The suffix –ly sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically Words with endings sounding like /ʒə/ or /tʃə/ measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure Endings which sound like /ʒən/ division, invasion, confusion, decision, collision, television The suffix –ous poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician			Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) league, tongue, antique, unique Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline, fascinate, crescent Words with the /eɪ/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, they, obey Possessive apostrophe with plural words girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's opulation) Homophones or near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's					
Word List – Year 3/4			favourite February forward(s) early grammar group guard guide heard heart height			history imagine increase important interest island knowledge learn length library material			medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular		
busy/business calendar caught centre century certain circle complete consider continue decide			different difficult disappear early earth eight/eighth enough exercise experience experiment extreme			peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose			quarter question recent regular reign remember sentence separate special straight strange		
						strength suppose surprise therefore though/although thought through various weight woman/women					

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build	describe	famous							
<h3>Reading - Comprehension</h3> <p>Pupils should be taught to:</p>			<h3>Writing - Composition</h3> <p>Pupils should be taught to:</p>			<h3>Vocabulary, grammar and punctuation</h3> <p>Pupils should be taught to:</p>			
<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying 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. 			<p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 			<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Appendix 2 – Grammar Year 4</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) • Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] • Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] • Use of commas after fronted adverbials <p>Terminology for pupils</p> <p><i>determiner</i></p> <p><i>pronoun, possessive pronoun</i></p> <p><i>adverbial</i></p>			

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