

Year Four						
Skills Coverage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Set Text						
Purpose/Outcome						
Fiction Genre			Narrative – alternative ending.	Alternative Myth		
Non-fiction Genre			Non-chronological report.	Report - Newspaper		
Genre re-visited <i>(opportunity for writing across the curriculum)</i>						
Vocabulary <i>(Tier 1)</i>						
Vocabulary <i>(Tier 2)</i>				Devote Adorn Enchant Exclaim Scent Recoil Anguish Weep		
Vocabulary <i>(Tier 3)</i>						
	Writing skills			Reading skills		

Age related expectations	<ul style="list-style-type: none"> • Write for a range of purposes and audiences based on personal experiences and high quality texts • Use possessive pronouns • Use noun phrases expanded with modifying adjectives • Use noun phrases expanded with modifying nouns • Use noun phrases expanded with prepositional phrases • Use fronted adverbials for time, manner and place • Use commas after fronted adverbials • Describe plots in narratives, linking the end to the opening • Develop settings linked to the genre and intended effect • Develop characters in narratives • Use paragraphs to organise ideas around a theme across the text • Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs • Use inverted commas and other punctuation accurately to mark speech • Identify main and subordinate clauses • Write complex sentences with the subordinate clause at the start and at the end of the sentence 	Oral	<p>Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)</p> <p>Orally retell whole stories/sections of stories linked to the Y4 range Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick)</p> <p>Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play</p>
			Grammar

	<ul style="list-style-type: none"> • Control the use of standard and non-standard English • Understand the difference between plural and possessive -s Use apostrophes for plural possession • Use a dictionary • Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations • Proof-read and edit their writing • Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear • Spell many words from the Year 4 word list and use these accurately in their writing • Meet Y4 expectations from the chosen spelling scheme • Use legible, joined writing consistently 	Response	<p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>Explain their views, listen to others' views and respond</p> <p>Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to</p> <p>Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?</p> <p>Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble</p> <p>Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real</p> <p>Justify inferences with several pieces of evidence from the text to support one specific point</p>
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		Organisation & research	<p>Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report</p> <p>Use contents, indexes, glossaries and sub-headings to locate specific information</p> <p>Independently identify key questions to research about a topic</p> <p>Use skimming to locate main ideas in the text</p> <p>Use scanning to locate specific information</p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork</p> <p>Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping</p>
		Word reading	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud</p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words</p>
		Range	<p>Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently</p>
Greater Depth of Study	<ul style="list-style-type: none"> • Secure use of commas to separate main and subordinate clauses • Secure cohesion within paragraphs • Maintain an appropriate level of formality throughout pieces of writing • Confident and effective use of a range of tense and verb forms • Write effectively for a range of purposes and audiences 	<ul style="list-style-type: none"> • I can locate and use information from a range of sources, both fiction and non-fiction. • I can compare fictional accounts in historical novels with the factual account. • I can appreciate the bias in persuasive writing, including articles and advertisements. • I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce. 	

	<ul style="list-style-type: none">• Manipulate the language and grammar taught within Y4 in a range of independent writing, drawing on their own reading• Consistently use editing and revising strategies to improve the quality and accuracy of their writing• Consistently use vocabulary from across the curriculum in their writing• Consistently apply Y4 spelling expectations across their writing	<ul style="list-style-type: none">• I can use inference and deduction to work out the characteristics of different people from a story.• I can compare the language in older texts with modern Standard English (<i>spelling, punctuation and vocabulary</i>).• I can skim, scan and organise non-fiction information under different headings.• I can refer to the text to support my predictions and opinions.• I can recognise complex sentences.• I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.
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