

**Objectives to teach in every term in Year 4**

In addition to previous learning, pupils should learn how to...

Reading	Reading	Writing	Transcription
<p><b>Becoming a Reader</b> Develop a love of books and reading Value and enjoy reading in their spare time Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves Identify and remember common structural and language conventions in different text types <u>Independently read for a range of purposes</u></p> <p><b>Word Reading</b> Continue to use phonic knowledge and skills with unfamiliar words Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p><b>Fluency</b> <u>Read Year 4 texts fluently</u></p>	<p><b>Reading Comprehension</b> Understand that words can have varied meanings depending on the context Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) Empathise with characters and their situations Develop understanding by making connections between texts in terms of plot, characters, structure, same author etc. Ask questions to improve their understanding of a text Ask questions about character and motivation, vocabulary and plot Apply previous retrieving objectives to year 4 texts Check that the text makes sense to them and discuss their understanding <u>Use textual details and examples to support inferences and explanations about a text's meaning</u> Use precise language to encapsulate an inference made Predict what may happen and explain using stated and implied detail from the text <u>Summarise a text using the key points</u> <u>Answer questions giving evidence from the text in their response</u></p> <p><b>Becoming a Researcher</b> Distinguish between fact and opinion in order to verify the accuracy and reliability of information</p>	<p><b>Planning, Composing and Evaluating</b> Collect ideas for writing from the world around them <u>Generate ideas for their writing, by combining observations, reading and imagination</u> <u>Plan and write their own texts for a specific (often real) audience and a clear purpose based on the underlying structures, grammar and vocabulary of texts that they have studied</u> Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) Use exciting and interesting vocabulary appropriate to the text type Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 4) Improve their writing by using some new vocabulary (from Appendix B – year 4) Proof-read their work for spelling, grammar and punctuation errors <u>Change vocabulary and grammar for consistency and impact</u> <u>Edit their work effectively and make improvements based on this</u></p>	<p><b>Spelling</b> Use a dictionary to check words <u>Combine phonics, morphology and spelling conventions to spell unfamiliar words</u> Investigate spelling patterns and conventions Use etymology to aid spelling Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p>

	<p>Appraise the usefulness of a text for a task</p> <p>Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p>Evaluate the work of others and suggest improvements</p> <p>Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear</p> <p><b>Grammar and Punctuation</b></p> <p>Use correct grammatical terminology when discussing their writing</p>	
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**+ Objectives to teach in the Autumn Term of Year 4**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b></p> <p>Justify a view by giving reasons and evidence</p> <p>Make useable notes when listening</p> <p>Use inclusion techniques in a group e.g. questions, eye contact, people's names</p> <p><b>Drama</b></p> <p>Articulate clearly and project the voice</p>	<p><b>Becoming a Reader</b></p> <p>Know and recognise some forms of poetry</p> <p><b>Fluency</b></p> <p>Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume and action</p> <p><b>Reading Comprehension</b></p> <p>Use a knowledge of text type and structure to extract information</p> <p>Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text</p> <p>Identify how the layout in book and screen-based texts aids the reader</p> <p>Select and explain favourite vocabulary choices</p>	<p><b>Planning, Composing and Evaluating</b></p> <p><b>Use paragraphs to organise ideas around a theme (WTS KS2)</b></p> <p>Use stanzas to structure content in poems</p> <p>Create writing which is organised, imaginative and clear</p> <p><b>Grammar and Punctuation</b></p> <p>Recognise and know the purpose of determiners</p> <p>Recognise and know the purpose of possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's</p> <p>Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)</p> <p>Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)</p> <p><b>Use inverted commas and other speech punctuation appropriately (contributes to EXS KS2 and GD KS2)</b></p>	<p><b>Spelling</b></p> <p>Spell words with the suffix -ly</p> <p>Spell words with the -sure ending</p> <p>Spell words with the -ture ending</p> <p>Spell words with the suffix -ous</p> <p>Spell words with the suffix -al</p> <p>Spell words with the suffix -ary</p> <p>Spell words with the suffix -ic</p> <p>Spell common homophones e.g. fair/fare, break/brake</p> <p><b>Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various (WTS KS2)</b></p> <p><b>Handwriting and Presentation</b></p> <p>Improve the quality of handwriting by tackling any issues consistently</p> <p>Develop fluency in typing</p>

**+ Objectives to teach in the Spring Term of Year 4**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Tell a story which is clear, structured and detailed Recognise and analyse formal/informal registers when listening Address alternative opinions in discussion</p> <p><b>Drama</b> Choose vocabulary and movement to match the place and time in a scene</p>	<p><b>Becoming a Reader</b> Retell myths and legends focusing on the themes</p> <p><b>Reading Comprehension</b> <u>Extract information from a text when information is hidden within a longer paragraph</u> Make inferences from evidence found throughout a paragraph Recognise the viewpoint of the author Identify how the layout in book and screen-based texts aids the reader <u>Select and discuss effective words, phrases and sentences e.g. figurative language</u></p>	<p><b>Planning, Composing and Evaluating</b> <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u> Create writing which is organised, imaginative and clear Write in the style of an author or poet who has been studied Experiment with layout when writing poems</p> <p><b>Grammar and Punctuation</b> Fully understand the difference between plural and possessive s Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was Use adverbs to express frequency e.g. often and manner e.g. loudly Recognise adverbial phrases and clauses <u>Use fronted adverbials</u> <b>Use adverbs and/or adverbials for cohesion across a text e.g. however, meanwhile, before (EXS KS2)</b> <b>Use commas to mark fronted adverbials (contributes to EXS KS2 and GD KS2)</b> <b>Use apostrophes to show plural possession e.g. The boys' house (contributes to EXS KS2 and GD KS2)</b></p>	<p><b>Spelling</b> Spell words with the -tion ending Spell words with the -sion ending Spell words with the -ssion ending Spell words with the -cian ending <u>Add suffixes to words ending in -f,-ff, -ve and -fe</u> Spell more common homophones Spell plural words with possessive apostrophes e.g. girls', children's <b>Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore (WTS KS2)</b></p> <p><b>Handwriting and Presentation</b> Improve the quality of handwriting by tackling any issues consistently <u>Present on-screen texts with some appeal to the reader</u></p>

**+ Objectives to teach in the Summer Term of Year 4**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Use formal/informal registers when appropriate Ask relevant questions after listening to build understanding Help to organise work in a group to ensure success</p> <p><b>Drama</b> In a group, present their own play by learning lines, making props and creating simple sound and light effects</p>	<p><b>Fluency</b> Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis</p> <p><b>Reading Comprehension</b> <u>Extract information from a text when information is hidden within a longer paragraph</u> Make inferences from evidence found throughout a paragraph Distinguish between fact and opinion when discussing viewpoint Identify instances where structure and layout contribute to meaning Engage in a discussion on an author's use of language</p>	<p><b>Planning, Composing and Evaluating</b> <u>Link ideas within a paragraph or section</u> Communicate feelings, emotions and opinions Make the form of writing consistently clear, relevant and organised Take a viewpoint in a piece of writing Write a satisfying ending</p> <p><b>Grammar and Punctuation</b> Know what a subordinate clause is Use a wider range of conjunctions to extend sentences including when, if, because, although Know what a complex sentence is <u>Write and use complex sentences</u> <b>Use commas for marking subordinate clauses (contributes to EXS KS2 and GD KS2)</b></p>	<p><b>Spelling</b> Spell words where the k sound is spelt ch (Greek origin) e.g. chorus Spell words where the sh sound is spelt ch (French origin) e.g. chalet Spell -gue and -que words (French origin) e.g. tongue, antique Spell words where the s sound is spelt sc (Latin origin) e.g. scene Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey</p> <p><b>Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight (WTS KS2)</b></p> <p><b>Handwriting and Presentation</b> <u>Write consistently with neat, legible and joined handwriting</u> Present on-screen texts which consistently appeal to the reader</p>