



Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world

The English Curriculum K&S at St. Teresa's Catholic Academy – Year 4

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Justify a view by giving reasons and evidence Make notes when listening Use inclusion techniques in a group e.g. questions, eye contact, people's names</p> <p>Drama Articulate clearly and project the voice</p>	<p>Word Reading 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>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and play scripts to read aloud and perform, considering speed, volume and action</p> <p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Plan and write their own texts based on the structures, grammar and vocabulary of texts that they have studied Create writing which is organised, imaginative and clear Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use exciting and interesting vocabulary appropriate to the text type Use paragraphs to organise ideas around a theme Build an image Use metaphor Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing? Use powerful verbs for speech Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements</p>	<p>Spelling Use a dictionary to check words <i>Investigate spelling patterns and conventions</i> Use etymology to aid spelling Spell words with the prefixes in-, il-, im- and ir- Spell words with the prefix inter- Spell words with the suffix -ation Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using strategies</p> <p>Handwriting and Presentation Improve the quality of handwriting by tackling any issues consistently</p>

Predict what may happen and explain using stated and implied detail from the text
Summarise a text using the key points
Use textual details and examples to support inferences and explanations about a text's meaning
Identify how the layout in book and screen-based texts aids the reader
Discuss language which has captured their interest
Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text
Make connections between texts in terms of plot, similar characters, same author etc.

Evaluate their work effectively and make improvements based on this
Proof-read for spelling, grammar and punctuation errors
Change vocabulary and grammar for consistency and impact

Grammar, Punctuation and Vocabulary

Use correct grammatical terminology when discussing their writing
Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)
Identify determiners
Use a wider range of conjunctions to extend sentences including when, if, because, although
Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)
Use inverted commas and other speech punctuation appropriately

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Tell a story which is clear, structured and detailed Recognise and analyse formal/informal registers when listening Address alternative opinions in discussion</p> <p>Drama Choose vocabulary and movement to match the place and time in a scene</p>	<p>Word Reading 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>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Retell myths and legends focusing on the themes</p> <p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Create writing which is organised, imaginative and clear Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes Write in the style of an author or poet who has been studied Write a satisfying ending Show emotion in writing Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact</p>	<p>Spelling Use a dictionary to check words <i>Investigate spelling patterns and conventions</i> Use etymology to aid spelling Spell words with the -tion ending Spell words with the -sion ending Spell words with the -ssion ending Spell words with the -cian ending Spell words where the sh sound is spelt ch (French origin) e.g. chalet Spell plural words with possessive apostrophes e.g. girls', children's Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using strategies</p> <p>Handwriting and Presentation Improve the quality of handwriting by tackling any issues consistently</p>

Summarise a text using the key points
Use textual details and examples to support inferences and explanations about a text's meaning
Identify how the layout in book and screen-based texts aids the reader Select and discuss effective words and phrases e.g. figurative language Recognise the viewpoint of the author
Make connections between texts in terms of plot, similar characters, same author etc.

Grammar, Punctuation and Vocabulary

Use correct grammatical terminology when discussing their writing
Use adverbs to express frequency e.g. often and manner e.g. loudly
Identify and recognise adverbial phrases and clauses
Use fronted adverbials
Use commas to mark off fronted adverbials
Use a wider range of conjunctions to extend sentences including when, if, because, although Understand some differences between standard and nonstandard English verb forms e.g. we were instead of we was Fully understand the difference between plural and possessive apostrophes
Use apostrophes to show plural possession e.g. The boys' house

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Use formal/informal registers when appropriate Ask relevant questions after listening to build understanding Take different roles in groups e.g. leader, reporter, scribe, mentor</p> <p>Drama In a group, present their own play by learning lines, making props and creating simple sound and light effects</p>	<p>Word Reading 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>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone</p> <p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response</p>	<p>Planning, Composing and Evaluating Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Make the form of writing consistently clear, relevant and organised Experiment with layout when writing poems Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Link ideas within a paragraph or section Communicate feelings, emotions and opinions Add emotion starters e.g. Ecstatic, she waved her exam results in the air Take a viewpoint in a piece of writing Remember the 'show don't tell' rule Add more exact adjectives for colours e.g. russet Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements</p>	<p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell homophones Spell words with the prefix super- Spell words with the prefix anti- Spell words with the prefix auto- Spell words with the suffix -ous 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 Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far</p> <p>Handwriting and Presentation Write consistently with neat, legible and joined handwriting</p>

Predict what may happen and explain using stated and implied detail from the text
Summarise a text using the key points
Use textual details and examples to support inferences and explanations about a text's meaning
Identify instances where structure and layout contribute to meaning
Engage in a discussion on an author's use of language
Distinguish between fact and opinion when discussing viewpoint
Make connections between texts in terms of plot, similar characters, same author etc.

Evaluate their work effectively and make improvements based on this
Proof-read for spelling, grammar and punctuation errors
Change vocabulary and grammar for consistency and impact

Grammar, Punctuation and Vocabulary

Use correct grammatical terminology when discussing their writing
Know what a subordinate clause is
Use a wider range of conjunctions to extend sentences including when, if, because, although