

English Scheme of Work – YEAR 4

English Strand	NC Requirement	Resources/Time	Success Criteria (Outcome)
Grammar	<p>By the end of Year 4:</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • <i>Use adverbials for cohesion across a text</i> • Use a wider range of conjunctions to extend sentences including when, if, because, although • Identify determiners • 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) • Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) • Fully understand the difference between plural and possessive s • Use apostrophes to show plural possession e.g. The boys' house • Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was • <i>Use adverbs to express frequency e.g. often and manner e.g. loudly</i> • <i>Understand and recognise adverbial phrases and clauses</i> • Use fronted adverbials • Know what a subordinate clause is 	<ul style="list-style-type: none"> • Grammar prompts on English board (conjunctions) • Model uses of apostrophes, adverbs, fronted adverbials on English board • Weekly grammar starters at the start of English lessons 	<ul style="list-style-type: none"> • Children's work to consistently demonstrate a sound understanding of: <ul style="list-style-type: none"> ○ appropriate connectives and conjunctions ○ possessive nouns ○ apostrophes to show possession ○ adverbs ○ fronted adverbials

	<ul style="list-style-type: none"> • <i>Know what a complex sentence is</i> • <i>Write complex sentences</i> 		
Handwriting	<p>By the end of Year 4:</p> <ul style="list-style-type: none"> • Improve the quality of handwriting by tackling any issues consistently • Write consistently with neat, legible and joined handwriting • <i>Develop fluency in typing</i> • <i>Present electronic texts which will appeal to the reader</i> • <i>Present electronic texts which consistently appeal to the reader</i> 	<ul style="list-style-type: none"> • Handwriting exercise books or paper (where necessary) • Handwriting-lined whiteboards • Handwriting pens • Laptops with Microsoft Word 	<ul style="list-style-type: none"> • Children to maintain a consistent level of joined up, legible handwriting. • Children to have fluency when using a keyboard and to be able to produce an accurate electronic text that is appropriate to the style.
Punctuation	<p>By the end of Year 4:</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use inverted commas and other speech punctuation appropriately • Use commas to mark off fronted adverbials • Use apostrophes to show plural possession e.g. The boys' house • <i>Use commas for marking off subordinate clauses</i> 	<ul style="list-style-type: none"> • Punctuation models on English board 	<ul style="list-style-type: none"> • Children to maintain punctuation expectations so far. • Children to consistently use correctly punctuated fronted adverbials and apostrophes to show plural possession. • Children to consistently use commas effectively within sentences.
Reading	<p>By the end of Year 4:</p> <p>Word Reading</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Guided reading • Reading corners • Appropriate selection of free choice books • Reading comprehension scheme 	<ul style="list-style-type: none"> • To be a confident reader • To read for a range of purposes across the curriculum • To be able to empathise with characters in a story • To relate own life experiences to a text to develop a depth of understanding • To discuss the choice of words chosen by the author and appreciate why

	<p>Being a Reader</p> <ul style="list-style-type: none"> • Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books • <i>Identify and remember common structural and language conventions in different text types</i> • 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 and action • Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone <i>and word emphasis</i> • Retell myths and legends focusing on the themes <p>Comprehension</p> <ul style="list-style-type: none"> • Answer questions giving evidence from the text in their response • Ask questions to improve their understanding of a text • <i>Empathise with characters and their situations</i> • Use textual details and examples to support inferences and explanations about a text's meaning • <i>Make connections between texts in terms of plot, similar characters, same author etc.</i> • Predict what may happen and explain using stated and implied detail from the text • Summarise a text using the key points • Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text • Recognise the viewpoint of the author 		<p>they are used</p> <ul style="list-style-type: none"> • To summarise a text either verbally or in writing by picking out the main points and presenting them coherently
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	<ul style="list-style-type: none"> • Distinguish between fact and opinion when discussing viewpoint • Identify how the layout in book and screen-based texts aids the reader • Identify instances where structure and layout contribute to meaning • Discuss language which has captured their interest • Select and discuss effective words and phrases e.g. figurative language • Engage in a discussion on an author's use of language 		
Speaking, Listening and Discussion	<p>By the end of Year 4:</p> <p>Speaking</p> <ul style="list-style-type: none"> • Justify a view by giving reasons and evidence • Tell a story which is clear, structured and detailed • Use formal/informal registers when appropriate <p>Listening</p> <ul style="list-style-type: none"> • <i>Make notes when listening</i> • Recognise and analyse formal/informal registers when listening • Ask relevant questions after listening to build understanding <p>Discussion</p> <ul style="list-style-type: none"> • <i>Use inclusion techniques in a group e.g. questions, eye contact, people's names</i> • Address alternative opinions in discussion • <i>Take different roles in groups e.g. leader, reporter, scribe, mentor</i> 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To be able to engage in constructive conversation and provide justified reasons for their contribution • To listen constructively and ask relevant probing questions of the speaker

Spelling	By the end of Year 4: <ul style="list-style-type: none"> • Use a dictionary to check words • <i>Investigate spelling patterns and conventions</i> • Use etymology to aid spelling • Spell words with the suffix -ly • Spell words with the -sure ending • Spell words with the -ture ending • Spell words with the suffix -ous • <i>Spell words with the suffix -al</i> • <i>Spell words with the suffix -ary</i> • <i>Spell words with the suffix -ic</i> • Spell common homophones e.g. fair/fare, break/brake • Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various • Spell words with the -tion ending • Spell words with the -sion ending • Spell words with the -ssion ending • Spell words with the -cian ending • <i>Add suffixes to words ending in -f, -ff, -ve and -fe</i> • Spell more common homophones • 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, 	<ul style="list-style-type: none"> • Dictionaries • Thesauruses • Weekly spellings (see NC for examples of words) • Word list for Years 3 & 4 from NC • Weekly starters in English lessons relating to the application of spelling rules 	<ul style="list-style-type: none"> • Children's work shows application of NC expectations in spelling
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	<p>pressure, promise, purpose, quarter, sentence, therefore</p> <ul style="list-style-type: none"> • 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 • 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 • <i>Choose the correct spelling by using a visual strategy ('Does it look right?')</i> 		
<p>Writing Composition</p>	<p>By the end of Year 4:</p> <p>Composition</p> <ul style="list-style-type: none"> • Plan and write their own texts <i>to suit a specific audience</i> based on the structures, grammar and vocabulary of texts that they have studied • Compose and orally rehearse sentences <i>and lines of poetry</i> which are increasingly rich in structure and vocabulary • <i>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</i> • <i>Make the form of writing consistently clear, relevant and organised</i> • <i>Write in the style of an author or poet who has been studied</i> • <i>Create writing which is organised, imaginative and clear</i> 	<ul style="list-style-type: none"> • Pie Corbett Bumper Book of Story Telling into Writing KS2 (fiction) • Talk for Writing Across the Curriculum (non-fiction) • Flip chart paper • Self-assessment • Peer assessment • Red and Green assessment • Big Write • iPads (or similar) for recording and evaluating drama 	<ul style="list-style-type: none"> • Children to independently create texts from a range of text types that are appropriate to and capture the reader and follow a standard text structure • Children's text to: <ul style="list-style-type: none"> ○ flow and make sense through careful re-reading and editing ○ demonstrate careful use of vocabulary e.g. chosen for effect ○ be correctly sequenced and paragraphed ○ demonstrate an

	<ul style="list-style-type: none"> • <i>Engage the reader fully for the majority of the composition</i> • <i>Communicate feelings, emotions and opinions</i> • <i>Take a viewpoint in a piece of writing</i> • <i>Use exciting and interesting vocabulary appropriate to the text type</i> • <i>Use paragraphs to organise ideas around a theme</i> • <i>Link ideas within a paragraph or section</i> • <i>Use stanzas to structure content in poems</i> • <i>Experiment with layout when writing poems</i> • <i>Write a satisfying ending</i> • <i>To improve their writing style by covering the text type progression relevant to year (see Appendix A below)</i> • <i>Distinguish between fact and opinion in order to verify the accuracy and reliability of information</i> • <i>Appraise the usefulness of a text for a task</i> • <i>Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</i> <p>Drama</p> <ul style="list-style-type: none"> • <i>Articulate clearly and project the voice</i> • <i>Choose vocabulary and movement to match the place and time in a scene</i> • <i>In a group, present their own play by learning lines, making props and creating simple sound and light effects</i> <p>Evaluation</p> <ul style="list-style-type: none"> • <i>Proof-read for spelling, grammar and punctuation errors</i> 		<p>individualised viewpoint, emotions and opinions</p>
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	<ul style="list-style-type: none"> • Change vocabulary and grammar for consistency and impact • Evaluate their work effectively and make improvements based on this • Evaluate the work of others and suggest improvements • Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear 		
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Appendix A: Text Type Progression through the years

Year Group	Narrative	Non-fiction	Poetry (taught in short units)
Yr 4	<ul style="list-style-type: none"> • Fantasy or science fiction stories • Stories in unfamiliar settings (historical, geographical etc.) • Author study • Shakespeare study • Myths and legends 	<ul style="list-style-type: none"> • Non-chronological reports • Recounts (including newspaper reports) • Instructions • Persuasion • Explanation • Discussion 	<ul style="list-style-type: none"> • Free verse • Structured poetry • Performance poetry