

## Y4 English

### Writing composition coverage

Pupils should be taught to:

#### **plan their writing by:**

- **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**

#### **draft and write by:**

- **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)

#### **evaluate and edit by:**

- **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.

### Y4 Handwriting expectations

Pupils should be taught to:

- 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].

## Y4 - Grammar, Vocabulary and Punctuation

Pupils should be taught to:

**develop their understanding of the concepts set out in [English Appendix 2](#) by:**

- 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

**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**
- use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately when discussing their writing and reading

## Y4 writing transcription

**Spelling (see [English Appendix 1](#))**

Pupils should be taught to:

- 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.

## Y4 word reading

Pupils should be taught to:

- **apply their growing knowledge** of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet
- read further **exception words**, noting the unusual correspondences between spelling and sound, and where these occur in the word

## Y4 Comprehension

Pupils should be taught to:

**maintain positive attitudes to reading and understanding of what they read by:**

- 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]

**understand what they read, in books they can read independently, by:**

- **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.

## Y4 Spoken Word

Pupils should be taught to:

- **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
- 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.