

## Year 4 English Skills and Knowledge – Autumn Term

Text Driver	Reading Learning	Writing Learning
Where the Wild Things Are	<ul style="list-style-type: none"> <li>• Can explain the meaning of words in context.</li> <li>• <b>Retrieves and records information from non-fiction texts.</b></li> <li>• Asks relevant questions to improve understanding of a text.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All basic punctuation is used correctly (full stops, capital letters, question marks, exclamation marks and commas in a list)</b></li> <li>• Lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch</li> <li>• Beginning to use fronted adverbials, e.g. 'In a rush', 'In the afternoon', 'Under the bridge'</li> <li>• Orally rehearse and compose a sentence or sequence of sentences with a varied and rich vocabulary (Appendix 2)</li> <li>• Reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that the meaning is clear</li> <li>•</li> </ul>
The Iron Man by Ted Hughes	<ul style="list-style-type: none"> <li>• Summarises the main points of stories or information within a paragraph.</li> <li>• <b>Retrieves and records information from non-fiction texts.</b></li> <li>• Begins to draw inferences e.g. characters' thoughts, feelings and motives from their actions.</li> <li>• <b>Predicts what might happen from details stated and implied.</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use fronted adverbials, e.g. 'In a rush', 'In the afternoon', 'Under the bridge'</li> <li>• Variety of sentence structures used to vary pace, emphasis and engage reader</li> <li>• Attempts to make simple links between paragraphs</li> <li>• <b>Choosing appropriate pronouns and nouns within and across sentences to support cohesion and avoid repetition</b></li> <li>•</li> </ul>
The Lion and the Unicorn	<ul style="list-style-type: none"> <li>• Can explain the meaning of words in context.</li> <li>• Begins to draw inferences e.g. characters' thoughts, feelings and motives from their actions.</li> <li>• Can identify simple themes in texts.</li> <li>• Makes references to texts when answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use of noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases</b></li> <li>• Increasingly aware of subordinate clauses and experiments with their position in sentences</li> </ul>

	<ul style="list-style-type: none"> <li>• Asks relevant questions to improve understanding of a text.</li> <li>• <b>Justifies inferences with evidence.</b></li> <li>• Use a dictionary to check the meaning of a word.</li> <li>• Talks about books read, offering opinions and synopsis</li> </ul>	<ul style="list-style-type: none"> <li>• Proof reads for spelling, grammar and punctuation errors, self- correcting as the writing develops</li> <li>• <b>Commas used to demarcate fronted adverbials</b></li> <li>• Discuss and informally record ideas</li> <li>•</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>• Begins to read a range of different forms of poetry.</li> <li>• Begins to prepare readings to be presented to audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects and uses vocabulary which is appropriate to task, audience and purpose</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

### Year 4 English Skills and Knowledge – Spring Term

Text Driver	Reading Learning	Writing Learning
Greek Myths -	<ul style="list-style-type: none"> <li>• Begins to recognise occurring themes or conventions linked to text types.</li> <li>• Expands and explains answers to questions based on texts read.</li> <li>• Makes references to texts when answering questions.</li> <li>• <b>Justifies inferences with evidence.</b></li> <li>• Picks out vocabulary/ phrases used for impact and effect.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly aware of subordinate clauses and experiments with their position in sentences</li> <li>• Conjunctions, adverbs and prepositions used to express time and cause</li> <li>• Some correct use, and punctuation of, direct speech, e.g. My friend said, “Come over to my house.”</li> <li>• Interesting detail used when describing characters, setting and plot; emphasis on one or two of these</li> <li>• Assess the effectiveness of their own and others’ writing and suggests improvements</li> <li>• Proof reads for spelling, grammar and punctuation errors, self- correcting as the writing develops</li> </ul>
Instructions	<ul style="list-style-type: none"> <li>• Picks out vocabulary/ phrases used for impact and effect.</li> <li>• Reads aloud with increasing confidence.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writes non-narratives using appropriate organisational devices, headings and sub-heading</b></li> <li>• Selects and uses vocabulary which is appropriate to task, audience and purpose</li> </ul>

		<ul style="list-style-type: none"> <li>• Nouns and pronouns chosen appropriately for clarity, cohesion and to avoid repetition</li> <li>• Conjunctions, adverbs and prepositions used to express time and cause</li> <li>•</li> </ul>
Non-chronological report	<ul style="list-style-type: none"> <li>• Identifies main ideas drawn from more than one paragraph and can summarise these.</li> <li>• Ability to build on others' ideas and opinions about a text in discussion.</li> <li>• Uses the structure of books to navigate around texts.</li> <li>• Understands which books to select for specific purposes, e.g. relating to learning in science, history and geography.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions about writing are based on awareness of the reader</li> <li>• Choosing appropriate pronouns and nouns within and across sentences to support cohesion and avoid repetition</li> <li>• Proposes changes to grammar and vocabulary to improve consistency</li> <li>• Plans effectively for a range of writing</li> <li>• Use of the diagonal and horizontal strokes that are needed to join letters, showing understanding of which letters, when adjacent, to each other, are best left unjoined</li> <li>• Selects and uses vocabulary which is appropriate to task, audience and purpose</li> </ul>
Script	<ul style="list-style-type: none"> <li>• Reads aloud with increasing confidence.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions about writing are based on awareness of the reader</li> <li>• Reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that the meaning is clear</li> <li>• Standard English form used for verb inflections instead of local spoken form, e.g. 'we were' not 'we was' and 'I did' not 'I done', ensuring grammatical accuracy</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Year 4 English Skills and Knowledge – Summer Term

Text Driver	Reading Learning	Writing Learning
Shackleton's Journey	<ul style="list-style-type: none"> <li>• Ability to build on others' ideas and opinions about a text in discussion.</li> <li>• Understands the different reasons for reading e.g. for pleasure, to find information.</li> <li>• Talks about themes and conventions when discussing books e.g. greeting in letters, a diary written in the first person.</li> <li>• Offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate.</li> <li>• Use a dictionary to check the meaning of a word.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes with clear grammatical accuracy</li> <li>• Extends the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although, utilising an increased range of structure (simple, compound and complex)</li> <li>• Uses subordinate clauses and fronted adverbials which are correctly punctuated using commas</li> <li>•</li> </ul>
Newspaper	<ul style="list-style-type: none"> <li>• Identifies how language structure and presentation contributes to meaning.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuate direct speech correctly, using commas after the reporting clause and new speaker, new line</li> <li>• Discuss and informally record ideas</li> <li>• Discusses models of writing similar to that which they are planning to write, noting its structure, grammatical features and vocabulary; in order to learn from it</li> <li>• Legible and consistent, almost always of a very high standard</li> </ul>
Explanation Text	<ul style="list-style-type: none"> <li>• Understands the different reasons for reading e.g. for pleasure, to find information.</li> <li>• Identifies organisational text type features, e.g. narrative, explanation and persuasion.</li> <li>• Understands which books to select for specific purposes, e.g. relating to learning in science, history and geography.</li> <li>• Use a dictionary to check the meaning of a word.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects and uses vocabulary which is appropriate to task, audience and purpose</li> <li>• Nouns and pronouns chosen appropriately for clarity, cohesion and to avoid repetition</li> <li>• Use a range of sentences which have more than one clause</li> <li>•</li> </ul>
Poetry The Promise by Nicola Davies	<ul style="list-style-type: none"> <li>• Recognises different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that the meaning is clear</li> </ul>

	<ul style="list-style-type: none"> <li>• Prepares poems and play scripts to be read aloud and performed showing understanding of intonation, tone and volume.</li> <li>• Reads a wide range of fiction and non-fiction, including poetry.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing and suggests improvements</li> <li>• Interesting detail used when describing characters, setting and plot; emphasis on one or two of these</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>