

Literacy Core Expectations

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Poetry Creating Images</p> <p>Fiction (Warning?) <u>Where the Forest meets the sea</u></p> <p>Non-Fiction Persuasive writing- letters Autumn 2</p>	<p>Poetry Rainforests</p> <p>Fiction (Wishing Tale) <u>THE KING OF THE FISHES</u> (Innovated story to be based in rainforest)</p> <p>Non-Fiction Non chronological (linked topic) Autumn 1</p>	<p>Poetry Warning Poetry (p.20 Year 4 models) (Warning) Minpins</p> <p>Non-Fiction Journalistic Writing</p>	<p>Poetry Wolf poem (from picture/video) (Journey) <u>LITTLE RED RIDING HOOD</u></p> <p>Non-Fiction Explanation (Learn Dog Umbrella and innovate an invention for LRRH)</p>	<p>Poetry Descriptive</p> <p>Fiction (Beating the Baddy) <u>ADVENTURE OF SANDY COVE</u></p> <p>Non-Fiction - Diary entries (Autobiographies)</p>	<p>Poetry Music mood (similes/metaphors and alliteration)</p> <p>Fiction (Portal) <u>The Lion the Witch and the Wardrobe</u> (TFW on Portal aspect)</p> <p>Non-Fiction Persuasive Leaflet</p>

Fiction units that are underlined and in bold are those that will be TFW units. All non-fiction texts should be taught in TFW writing, unless it is revising what has already been learnt.

Literature Spine

- **Bill's New Frock** by Anne Fine
- **Charlotte's Web** by EB White
- **Why the Whales Came** by Michael Morpurgo
- **The Snow Walker's Son** by Catherine Fisher
- **Perry Angel's Suitcase** by Glenda Millard
- **The Butterfly Lion** by Michael Morpurgo
- **BFG** by Roald Dahl

Key skills in Reading Year 4

Word Reading:

- Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.
- Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.
- Use dictionaries to check the meaning of words they have read.

Reading for comprehension:

- Sees reading as a pleasurable activity.
- Reads silently and discusses what they have read.
- Reads aloud with appropriate intonation, showing their understanding.
- Checks that the text makes sense, questioning understanding with unfamiliar words or phrases.
- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Is beginning to choose and read a wider range of books including authors that they may not have previously chosen.
- Beginning to recognise conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.
- Retrieves and records information from non-fiction using contents pages and indexes to locate information.
- Discusses language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts.
- Summarises and presents a familiar story in their own words. Predicts what might happen from details stated and implied. Draws inferences such as inferring characters' feelings, thoughts

and motives from their actions and justifies inferences with evidence.

Spelling Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>-Homophones and near homophones (there/they're/their, where/wear/we're, sea/see, to/too/two, know/no)</p> <p>- The suffix -ous (mountainous, humorous, glamorous, vigorous)</p> <p>-Endings which sound like spelt -sion, -ssion, -cian /ʃən (expression, discussion, confession, permission, admission, possession, expansion, extension, comprehension, tension)</p>	<p>-Prefixes (auto-: autobiography, autograph anti-: antiseptic, anti-clockwise, antisocial)</p> <p>-Endings which sound like /ʒən/ (division, invasion, confusion, decision, collision, television)</p> <p>-Plural words (girls, boys, babies, children, men, mice)</p> <p>-Words with the /s/ sound spelt sc (Latin in origin) (science, scene, discipline, fascinate, crescent)</p>	<p>-Words with endings sounding like or /ʒə/ (measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure)</p> <p>-Words ending with the /g/ sound spelt -gue and the /k/ sound spelt que (French in origin) (league, tongue, antique, unique)</p> <p>-'Ought' sound (naughty, bought, thought, caught)</p>	<p>-Homophones and near homophones (missed/mist, scene/seen, weather/whether, wait/weight, accept/except, affect/effect, heel/heal/he'll, medal/meddle)</p> <p>-The suffix -ous (outrageous, serious, obvious, curious, hideous, spontaneous, courteous, courageous, various)</p> <p>-Possessive apostrophe with singular words (Dog's, rollercoaster's, friend's)</p>	<p>-Words with the sound spelt ch (mostly French in origin) /ʃ/ (chef, chalet, machine, brochure)</p> <p>-Words with the /s/ sound spelt sc (Latin in origin) (science, scene, discipline, fascinate, crescent)</p> <p>-Endings which sound like spelt -sion, -ssion, -cian /ʃən (musician, electrician, magician, politician, mathematician, beautician, expectation, limitation)</p>	<p>-Prefixes (auto-: autobiography, autograph anti-: antiseptic, anti-clockwise, antisocial)</p> <p>-Endings which sound like /ʒən/ (division, invasion, confusion, decision, collision, television)</p> <p>-Possessive apostrophe with plural words (girls', boys', babies', children's, men's, mice's Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</p>

Core Writing Skills Year 4

All children in Year 3 and 4:

Evaluate and edit their work:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences
- Read aloud their writing, to a group or to the whole class, using appropriate intonation and controlling the tone and volume so that it is clear.

Composition

Vocabulary, grammar and punctuation

Transcription

<p>Consolidate Year 3 list:</p> <ul style="list-style-type: none"> Secure use of planning tools e.g. story map/story mountain/story grids/boxing up grids. Plan opening of story using description or action. To make links are between paragraphs in fiction using a change of place or jump in time. Build up suspense in story writing to introduce the dilemma. Develop 5 parts to a story using build up, problem, dilemma, resolution and ending. Use paragraphs in non-fiction writing to organise ideas around a theme-(logical organisation, group related paragraphs, develop use of topic sentence, link information within paragraphs with a range of connectives, use bullet points/diagrams, headings and subheadings). Use endings in non-fiction which include the following-personal opinion, extra information, reminders, question, warning, encouragement to the reader. Use language, structural and layout features of a broadening range of text types encountered in reading In non-fiction, simple organisational devices, including headings and sub-headings aid presentation. 	<p>Consolidate Year 3 list:</p> <ul style="list-style-type: none"> Secure use of compound sentences -using coordinating conjunctions-<i>and, or, but, so, for, nor, yet</i> Use a range of complex sentences with a range of subordinating conjunctions. Use expanded noun phrases and fronted adverbials. E.g. the strict maths teacher with curly hair, later that day. Consistent verb/noun/pronoun agreement to avoid repetition and to keep tense consistent throughout a text. Secure use of simple and embellished simple sentences, using short sentences to enhance description or information and short sentences to move events on quickly. Use 'ed' clauses as starters-<i>Frightened, Tom ran straight home to avoid being caught.</i> Use 'ing' as starters-<i>Grinning menacingly, he slipped the treasure into his rucksack.</i> Use drop in 'ing' clause in sentence. <i>Jane, laughing at the teacher, fell off her chair.</i> Use commas to mark clauses in complex sentences Continue to use full stops, capital letters, commas in a list and, question marks, exclamation marks and inverted commas. Use dialogue with a verb and adverb "<i>Hello,</i>" she whispered shyly. Use apostrophes to mark singular and plural possession-<i>the girl's name, the boy's boot.</i> Use similes to start sentences 	<p>Consolidate Year 3 list:</p> <ul style="list-style-type: none"> Use of plurals and possessive 's' is generally accurate. Spell accurately common prefixes and suffixes. Spell common homophone accurately across different texts.
<p style="text-align: center;">Effect</p>		
<ul style="list-style-type: none"> Use sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense Demonstrate clear awareness of the reader Include prepositions in writing-<i>at, underneath, since, towards, beneath, beyond.</i> Use conditionals-<i>could, should, would</i> Use comparative and superlative adjectives in writing-<i>small, smaller, smallest.</i> Create characters with some viewpoint through dialogue and actions and show feelings through interactions. Understand and use metaphors and alliteration. 		
<p>Terminology</p>		

Consolidate:

- Punctuation, finger spaces, letter/word, sentence, full stops, capitals, question mark, exclamation mark, speech bubble, 'speech marks', direct speech, inverted speech, bullet points, apostrophe contractions, commas for sentence of 3-description, action, colon-instructions
- Singular/plural, suffix/prefix, word family, consonant/vowel
- Adjective/noun, verb/adverb, bossy verbs-imperative, tense (past, present, future), conjunction, connective, preposition, determiner/generaliser, clause, subordinate/relative clause, relative pronoun
- Alliteration, simile-'as 'like', synonyms

Introduce:

Pronoun, possessive pronoun, adverbial, fronted adverbial, apostrophe-possession.

Example of Fiction from Year 4, using the skills taught in the core expectations:

"I'm going to the market," replied Jack as he rubbed his eyes.

The stranger mumbled, "You'll have to hurry."

The man, *who* was dressed all in black, smiled strangely and patted Daisy on her *velvety* nose. Transfixed, Daisy stared into the strand man's smiling face with her bug, brown eyes. Smiling suspiciously, the man put his hand into one pocket (he had many). He rummaged about and pulled out a handful of glossy, red beans. He handed Jack the largest, shiniest bean. Jack grinned.

Handwriting

- NC Requirements: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when are adjacent to one another are best left unjoined.
- Increase the legibility consistency and quality of their handwriting.

Term 1

Revising joins in a word: ness, ship
 Revising joins in a word: ing, ed
 Revising joins in a word: s
 Revising joins in a word: ify
 Revising joins in a word: nn, mm, ss
 Revising parallel ascenders: tt, ll, bb
 Revising parallel ascenders and descenders: pp, ff
 Revising joins to an anticlockwise letter: cc, dd
 Revising break letters, alphabetical order
 Linking spelling and handwriting: related words

Term 2

Introducing sloped writing
 Parallel ascenders: al, ad, af
 Parallel descenders and break letters: ight, ough
 Size, proportion and spacing: ious
 Size, proportion and spacing: able, ful
 Size, proportion and spacing: fs, ves
 Speed and fluency: abbreviations for notes
 Speed and fluency: notemaking
 Speed and fluency: drafting
 Speed and fluency: lists

Term 3

Size, proportion and spacing: v, k
 Size, proportion and spacing: ic, ist
 Size, proportion and spacing: ion,
 Size, proportion and spacing: contractions
 Speed and fluency: ible, able
 Speed and fluency: diminutives
 print alphabet
 Print capitals
 Presentational skills: font styles

Speaking and listening APP guidelines

		AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content		AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions		AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues		AF4 Talking about talk Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others	
Overall assessment (tick one box only)	Level 4	<p>Across a range of contexts</p> <ul style="list-style-type: none"> • speak in extended turns to express straightforward ideas and feelings, with some relevant detail • structure talk in ways which support meaning and show attention to the listener • vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context 		<p>Across a range of contexts</p> <ul style="list-style-type: none"> • show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas • take on straightforward roles and responsibilities in pairs and groups 		<p>Across a range of contexts</p> <ul style="list-style-type: none"> • convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios 		<p>Across a range of contexts</p> <ul style="list-style-type: none"> • show understanding of how and why language choices vary in their own and others' talk in different situations 	
	Level 3	<p>In most contexts</p> <ul style="list-style-type: none"> • develop ideas and feelings through sustained speaking turns • organise talk to help the listener, with overall structure evident • adapt language and non-verbal features to suit content and audience 		<p>In most contexts</p> <ul style="list-style-type: none"> • respond to the speaker's main ideas, developing them through generally relevant comments and suggestions • attempt different roles and responsibilities in pairs or groups 		<p>In most contexts</p> <ul style="list-style-type: none"> • show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 		<p>In most contexts</p> <ul style="list-style-type: none"> • recognise and comment on different ways that meaning can be expressed in own and others' talk 	
	Level 2	<p>In some contexts</p> <ul style="list-style-type: none"> • recount experiences and imagine possibilities, often connecting ideas • vary talk in simple ways to gain and hold attention of the listener • make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners 		<p>In some contexts</p> <ul style="list-style-type: none"> • listen and respond to the speaker, making simple comments and suggestions • make helpful contributions when speaking in turn, in pairs, and small groups 		<p>In some contexts</p> <ul style="list-style-type: none"> • extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios 		<p>In some contexts</p> <ul style="list-style-type: none"> • show awareness of ways in which speakers vary talk and why, through exploring different ways of speaking 	
	Below level								
Insufficient evidence									
	Level	Low	Secure	High					