



Horningsham Primary School

English Overview

Year 4



English Overview Year 4

Reading: Comprehension

Pupils should be taught to:

- **develop 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.**

Writing: Composition

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.**

Spoken Language

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.

Writing: Vocabulary, Grammar 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 fronted adverbials
 - Using standard English forms instead of local spoken forms
- **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.**

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.

Writing: Handwriting

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 un-joined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Reading: Word Reading

Pupils should be taught to:

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

Spelling, Grammar and Writing Genres Overview Year 4

Word List

accidentally	early	learn	quarter
actually	earth	length	question
address	eighth	library	recent
answer	enough	material	regular
appear	exercise	medicine	reign
arrive	experience	mention	remember
believe	experiment	minute	sentence
bicycle	extreme	natural	separate
breath	famous	naughty	special
breathe	favourite	notice	straight
build	February	occasion (ally)	strange
busy	forward(s)	often	strength
business	fruit	opposite	suppose
calendar	grammar	ordinary	surprise
caught	guard	particular	therefore
centre	guide	peculiar	though
century	heard	perhaps	although
certain	heart	popular	thought
complete	height	position	through
consider	history	possess (ion)	various
continue	imagine	possible	weight
decide	increase	potatoes	woman
describe	important	pressure	women
different	interest	probably	
difficult	island	promise	
disappear	knowledge	purpose	

Revision of work from Year 1 and 2 - Pay special attention to the rules for adding suffixes.

Grammar, Vocab and Punctuation (Appendix 2)

Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology	determiner pronoun, possessive pronoun adverbial

Spelling Statutory Requirements, Rules and Guidance Year 4 – Appendix 1

Statutory requirements	Rules and guidance (non-statutory)			Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.			forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.			
	Like un- , the prefixes dis- and mis- have negative meanings.			dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell)
	The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.			in- : inactive, incorrect
	Before a root word starting with l , in- becomes il .			illegal, illegible
	Before a root word starting with m or p , in- becomes im- .			immature, immortal, impossible, impatient, imperfect
	Before a root word starting with r , in- becomes ir- .			irregular, irrelevant, irresponsible
	inter- means 'between' or 'among'.			inter- : interact, intercity, international, interrelated (inter + related)
	super- means 'above'.			super- : supermarket, superman, superstar
	anti- means 'against'.			anti- : antiseptic, anti-clockwise, antisocial
	auto- means 'self' or 'own'.			auto- : autobiography, autograph
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.			information, adoration, sensation, preparation, admiration
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion .			division, invasion, confusion, decision, collision, television
Master the suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i , but a few words have e .			poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt, -ssion , -cian	Strictly speaking, the suffixes are -ion and -ian . Clues about whether to put t , s or c before these suffixes often come from the last letter or letters of the root word. -ssion is used if the root word ends in ss or -mit . -cian is used if the root word ends in c or cs .			expression, discussion, confession, permission, admission musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)				scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)				chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)				league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.			science, scene, discipline, fascinate, crescent
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but is added if the plural does not end in -s (i.e. is an irregular plural – e.g. children's).			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)
Homophones, homonyms, homographs	Homonyms		Homographs	Homophones
	Sound the same, look the same, different meaning Bat/bat, whip/whip, right/right, watch/watch		Look the same, have different sound and meaning Read/read. Lead/lead, sow/sow, wind/wind	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Owls Writing Overview (Over 2 Years)

Fiction

Narrative:	<i>Stories in an imaginary world</i>
	<i>Stories with a historical setting</i>
	<i>Mystery and suspense stories</i>
	<i>Traditional Tales - Myths and Legends</i>
	<i>Short stories</i>
	<i>Playscripts/Filmscripts</i>

Non Fiction

Recounts <i>(Re-telling events, in time order)</i>
Instructions <i>(How to do something)</i>
Non-chronological reports <i>(Describing what things are like)</i>
Discussion <i>(Reasoned argument)</i>
Persuasion <i>(Why you should think this)</i>
Explanation <i>(How or why things work or happen)</i>

Other Writing Styles/ Texts

Letters
Dictionaries
Thesaurus
Autobiographies
Biographies

Poetry

Learning & Reciting <i>(Performance Poetry)</i>	
Writing poetry	Imagery Sonnets Kennings Narrative Rap and lyrics
Language	Personification Metaphors Alliteration Assonance

