

# St. Mary's CE Primary School

## ENGLISH Curriculum Map - Year 4



	Autumn	Spring	Summer
<p><b>POR TEXTS</b> (Genre focus) Teachers can change the POR text - please update this sheet if you do!</p>	<p><u>Varjak Paw</u> by <i>S F Said</i> <u>Mouse Bird Snake Wolf</u> by David Almond <i>Narratives</i> <i>Persuasion/Opinion Writing</i> <i>Recount</i> <i>Poetry</i> <i>Diary writing</i> <i>Newspaper reports</i> <i>Instructions</i> <i>Explanations</i> <i>Writing in role as a character</i> <i>Play scripts</i></p>	<p><u>Charlie and the Chocolate Factory</u> by <i>Roald Dahl</i> <u>Hot Like Fire</u> by <i>Valerie Bloom</i> <i>Narratives</i> <i>Report</i> <i>Poetry</i> <i>Descriptive paragraphs</i> <i>Constructing and debating arguments</i> <i>Note taking</i> <i>Letter writing</i> <i>Character descriptions</i></p>	<p><u>The Great Kapok Tree</u> by <i>Lynne Cherry</i> <u>Charlotte's Web</u> by <i>EB White</i> <i>Narratives</i> <i>Poems</i> <i>Diary writing</i> <i>Descriptive pieces</i> <i>Persuasion</i> <i>Character descriptions</i> <i>Writing in role as a character</i> <i>Play scripts</i> <i>Explanations</i> <i>Argument writing</i></p>
<p><b>SPOKEN LANGUAGE</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>		

	<p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>		
WORD READING	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
COMPREHENSION	<p>Pupils should be taught to:</p> <p><b><i>develop positive attitudes to reading and understanding what is read by:</i></b></p> <p>listening to and discussing a wide range of stories, newspaper reports and reference books and poetry</p> <p>reading books that are structured in different ways</p> <p>Preparing poems to read aloud and to</p>	<p>Pupils should be taught to:</p> <p><b><i>develop positive attitudes to reading and understanding what is read by:</i></b></p> <p>increasing familiarity with a wide range of books and retelling these orally.</p> <p>using dictionaries to check the meaning of words they have read</p> <p>discussing words that capture the reader's interest and imagination</p>	<p>Pupils should be taught to:</p> <p><b><i>develop positive attitudes to reading and understanding what is read by:</i></b></p> <p>identify themes and conventions in a wide range of books</p> <p>discussing words that capture the reader's interest and imagination</p> <p>Preparing poems to read aloud and to perform showing understanding through intonation, tone, volume and action</p>

	<p>perform showing understanding through intonation, tone, volume and action</p> <p>Recognise different forms of poetry</p> <p><i>understand what they read, in books they read independently, by:</i></p> <p>checking the text makes sense to them and discussing their understanding</p> <p>asking questions to improve their understanding of the text</p> <p>identifying main ideas drawn from more than one paragraph</p> <p>retrieve and record information from non-fiction</p> <p><b>participate in discussion about both books that are read and those they read themselves , taking turns and listening to what others say.</b></p>	<p><i>understand what they read, in books they read independently, by:</i></p> <p>checking the text makes sense to them and discussing their understanding</p> <p>asking questions to improve their understanding of the text</p> <p>drawing inferences such as inferring characters' feelings and thoughts and motives from their actions</p> <p>identifying main ideas drawn from more than one paragraph</p> <p><b>participate in discussion about both books that are read and those they read themselves, taking turns and listening to what others say.</b></p>	<p>Recognise different forms of poetry</p> <p><i>understand what they read, in books they read independently, by:</i></p> <p>checking the text makes sense to them and discussing their understanding</p> <p>asking questions to improve their understanding of the text</p> <p>predicting what might happen from details stated</p> <p>identifying main ideas drawn from more than one paragraph and begin to summarise</p> <p>retrieve and record information from non-fiction</p> <p><b>Participate in discussion about both books that are read and those they read themselves, taking turns and listening to what others say.</b></p>
<p>TRANSCRIPTION SPELLINGS</p>	<p>Pupils should be taught to:</p> <p>Use prefixes and understand how to add them</p> <p>Use suffixes and understand how to add them</p> <p>Write from memory simple sentences dictated by the teacher that include</p>	<p>Pupils should be taught to:</p> <p>Spell homophones</p> <p>Spell regular plurals</p> <p>Place the possessive apostrophe accurately in words with regular plurals</p> <p>Use the first two of three letters of a word to check its spelling in a dictionary</p>	<p>Pupils should be taught to:</p> <p>Spell words that are often misspelt</p> <p>Explore word families based on common words</p> <p>Write from memory simple sentences dictated by the teacher that include</p>

	words and punctuation taught so far	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far	words and punctuation taught so far
<b>HANDWRITING</b>	<p>Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Use joined handwriting throughout their independent writing.</p> <p>Increase the fluency of handwriting</p> <p>review which letters belong to which writing 'families' (i.e. letters that are formed in similar ways) and to practise these</p> <p>review 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.</p>	<p>Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Use joined handwriting throughout their independent writing.</p> <p>Increase the fluency of handwriting</p> <p>Increase the legibility, consistency and quality of handwriting</p> <p>Ensure down strokes are parallel and equidistant</p> <p>Ensure lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Use joined handwriting throughout their independent writing.</p> <p>Increase the fluency of handwriting</p> <p>Ensure down strokes are parallel and equidistant</p> <p>Ensure lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>
<b>COMPOSITION</b>	<p>Pupils should be taught to:</p> <p><i>Plan their writing by:</i></p>	<p>Pupils should be taught to:</p> <p><i>Plan their writing by:</i></p>	<p>Pupils should be taught to:</p> <p><i>Plan their writing by:</i></p>

	<p>Discussing writing similar to that which they are planning to write</p> <p>Discussing and recording ideas</p> <p><i>Draft and write</i></p> <p>Compose and rehearse sentences orally</p> <p>Build a varied and rich vocabulary into sentences</p> <p>Increase range of sentence structures</p> <p>Create settings</p> <p>Use simple organisations devices when writing a news report or explanation</p> <p><i>Evaluate and edit</i></p> <p>Assess effectiveness of <u>own</u> writing and suggest improvements</p> <p>Propose changes to vocabulary to improve consistency</p> <p>Proofread for spelling and punctuation errors</p> <p>Read aloud their own writing to a group using appropriate intonation and controlling the tone and volume so the meaning is clear.</p>	<p>Discussing writing similar to that which they are planning to write</p> <p>Discussing and recording ideas</p> <p><i>Draft and write</i></p> <p>Compose and rehearse sentences orally</p> <p>Organise paragraphs around a theme</p> <p>Create characters</p> <p>Use simple organisational devices when writing information and persuasive texts</p> <p><i>Evaluate and edit</i></p> <p>Assess effectiveness of <u>others'</u> writing and suggest improvements</p> <p>Proofread for spelling and punctuation errors</p> <p>Propose changes to grammar to improve consistency</p> <p>Read aloud their own writing to a class using appropriate intonation and controlling the tone and volume so the meaning is clear.</p>	<p>Discussing writing similar to that which they are planning to write</p> <p>Discussing and recording ideas</p> <p><i>Draft and write</i></p> <p>Compose and rehearse sentences orally</p> <p>Create settings, characters and plot.</p> <p>Use simple organisations devices when writing formal and informal letters and persuasive arguments</p> <p><i>Evaluate and edit</i></p> <p>Assess effectiveness of <u>own</u> and <u>others'</u> writing and suggest improvements</p> <p>Proofread for spelling and punctuation errors</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Read aloud their own writing to another class/ assembly using appropriate intonation and controlling the tone and volume so the meaning is clear.</p>
<p>VOCABULARY GRAMMAR AND</p>	<p>Pupils should be taught to recognise and</p>	<p>Pupils should be taught to recognise and</p>	<p>Pupils should be taught to recognise and</p>

<p>PUNCTUATION</p>	<p>use :</p> <p>(Word) Nouns, adjectives, verbs and adverbs Consonants and vowels</p> <p>(Sentence) Expressing time, place and cause using conjunctions, adverbs and prepositions</p> <p>(Text) Use of paragraphs to organise ideas around a theme</p> <p><i>(Punctuation)</i> Revision of capital letters, full stops, question marks and exclamation marks, commas to demarcate sentences.</p> <p><i>(Terminology)</i> Revision of Y2</p> <p>Noun, noun phrase, statement, question, exclamation, command, adjective, verb, conjunction, word family, prefix, clause determiner</p>	<p>use:</p> <p>(Word) The grammatical difference between plural and possessive - s</p> <p>(Sentence) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>(Text) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><i>(Punctuation)</i> Inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark singular and plural possession</p> <p><i>(Terminology)</i> Adverb subordinate clause direct speech consonant letter, vowel letter, comma, inverted commas or 'speech marks', tense(present/past) Pronoun, possessive pronoun</p>	<p>use:</p> <p>(Word) Standard English forms for verb inflections instead of local spoken forms</p> <p>(Sentence) Fronted adverbials</p> <p>(Text) Correct choice and consistent use of tenses within writing. Use of paragraphs to organise ideas around a theme</p> <p><i>(Punctuation)</i> Use of commas after fronted adverbials</p> <p><i>(Terminology)</i> preposition direct speech consonant letter, vowel letter, inverted commas or 'speech marks', adverbial</p>
--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------