

St. Mary's CE Primary School

ENGLISH Curriculum Map - Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Sumer 2
TEXTS	Gorilla by Anthony Browne The One and Only Ivan by Katherine Applegate	Leon and the place between by Graham Baker-Smith The Nowhere Emporium by Ross Mackenzie	Escape From Pompeii by Christina Balit Pompeii: A Roman Girl's Diary by Sue Reid	When the Giant stirred by Celia Godkin Journey to the Centre of the Earth Usborne Young Reader	Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green Journey to the River Sea by Eva Ibbotson	Blue John by Berlie Doherty Clockwork by Phillip Pullman or alternative Berlie Doherty novel
Learning Outcomes	Outcome Fiction: fantasy story Greater Depth Re-tell the story from dad's viewpoint or include speech	Outcome Recount /diary Greater Depth Recount /diary from a different POV	Outcome Fiction: historical narrative from character's point of view Greater Depth Write from the POV of the captain	Outcome Fiction: adventure story from POV of the boy Greater Depth Write from the POV of the God	Outcome Information board for a rainforest exhibition Greater Depth Include an interactive element	Outcome Letters Explanation - about cave formation for 2/3 days Greater Depth Use explanation with an element of persuasion
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					

	<p>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</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates 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 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 English Appendix 1, 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 English Appendix 1, 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 English Appendix 1, 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><i>develop positive attitudes to reading and understanding what is read by:</i></p> <p>listening to and discussing a wide range of stories, newspaper reports and</p>	<p>Pupils should be taught to:</p> <p><i>develop positive attitudes to reading and understanding what is read by:</i></p> <p>increasing familiarity with a wide range of books and retelling these orally.</p>	<p>Pupils should be taught to:</p> <p><i>develop positive attitudes to reading and understanding what is read by:</i></p> <p>identify themes and conventions in a wide range of books</p>

	<p>reference books and poetry</p> <p>reading books that are structured in different ways</p> <p>Preparing poems to read aloud and to 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>participate in discussion about both books that are read and those they read themselves , taking turns and listening to what others say.</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><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>participate in discussion about both books that are read and those they read themselves, taking turns and listening to what others say.</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>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>Participate in discussion about both books that are read and those they read themselves, taking turns and listening to what others say.</p>
<p>SPELLINGS</p>	<p>Pupils should be taught to:</p> <p>Use prefixes and understand how to add them</p>	<p>Pupils should be taught to:</p> <p>Spell homophones</p>	<p>Pupils should be taught to:</p> <p>Spell words that are often misspelt</p>

	<p>Use suffixes and understand how to add them</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</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>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>	<p>Explore word families based on common words</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>
<p>HANDWRITING</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>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</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</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>

	adjacent to one another, are best left unjoined.	descenders of letters do not touch	
COMPOSITION	<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</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>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>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>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>

	controlling the tone and volume so the meaning is clear.		
VOCABULARY GRAMMAR AND PUNCTUATION	<p>Pupils should be taught to recognise and 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>(Punctuation) Revision of capital letters, full stops, question marks and exclamation marks, commas to demarcate sentences.</p> <p>(Terminology) Revision of Y2 Noun, noun phrase, statement, question, exclamation, command, adjective, verb, conjunction, word family, prefix, clause</p>	<p>Pupils should be taught to recognise and 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>(Punctuation) Inverted commas and other punctuation to indicate direct speech Apostrophes to mark singular and plural possession</p> <p>(Terminology) Adverb subordinate clause direct speech consonant letter, vowel letter, comma, inverted commas or 'speech</p>	<p>Pupils should be taught to recognise and 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>(Punctuation) Use of commas after fronted adverbials</p> <p>(Terminology) preposition direct speech consonant letter, vowel letter, inverted commas or 'speech marks', adverbial</p>

	determiner	marks',tense(present/past) Pronoun, possessive pronoun	
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