



Boreham Primary School  
English Curriculum



Year 4	
<b>Speaking and Listening</b>	
<ul style="list-style-type: none"><li>• I can articulate and justify common opinions</li><li>• I can sequence and retell a variety of texts</li><li>• I can speak audibly in standard English</li><li>• I can perform and share my writing with increasing fluency and expression</li><li>• I can gain, maintain and monitor interest of listeners</li></ul>	
<b>Reading</b>	
<b>Word Recognition</b>	
<ul style="list-style-type: none"><li>• I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words</li><li>• I know when phonic strategies will help me to read a word and when they will not</li><li>• I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words</li><li>• I know that many words may have a similar pronunciation but may be written differently</li><li>• I draw on the pronunciation of other similar known words to read unfamiliar words</li><li>• I can read the vast majority of words on the year 3/4 word list</li><li>• I can read further common exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</li></ul>	
<b>Comprehension</b>	
<ul style="list-style-type: none"><li>• I can develop positive attitudes to reading and an increasing understanding of what I have read</li><li>• I enjoy reading a range of narratives and can compare similarities and differences between fictional books that I have read</li><li>• I ask questions to deepen my understanding of a text - between and beyond the lines</li><li>• I adapt my own response in the light of other's responses</li><li>• I infer meaning using evidence from events, description and dialogue</li><li>• I can skim read to find specific key words or information on a page or in a paragraph</li><li>• I actively seek the meaning of any words or language not understood</li><li>• I use a dictionary, questioning or discussion to check or find the meaning of new words</li><li>• I understand that a reader needs to engage with a text to understand it fully</li><li>• I can identify how the writer creates specific responses from the reader by using evidence from the text</li><li>• I infer characters' feelings, thoughts and motives from their actions and justify my inferences with evidence from the text</li><li>• I make predictions based on the text and use evidence from the text to support my predictions</li><li>• I summarise the main idea of a text in a sentence</li><li>• I find evidence that shows what the theme is in a wide range of books</li><li>• I can explain the meaning of words in context</li><li>• I can explain how the author uses vocabulary to create effective settings</li><li>• I can explain how vocabulary used helps to create a specific atmosphere, mood or feeling and can explain why specific language has been used</li><li>• I can empathise with a character</li><li>• I record words or language from reading to use in my own writing and can understand and discuss their meaning</li><li>• I understand that writers open stories in different ways</li><li>• I can compare different story openings</li></ul>	



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- I know that the plot of a story can develop in different ways
- I recognise words and language that show the setting of a book - historical, cultural or social
- I can make comparisons between the books that I read
- I can retrieve and record information from non-fiction
- I read a wide range of poetry
- I recognise and name different types of poems that have been introduced to me
- I explain the effect created by the poet's choice of words and language
- I can identify examples of patterned language in poems and explain its effect and why a poet might use it
- I discuss how the meaning of poems can be enhanced through performance
- I can read poems aloud and to perform, showing understanding through intonation, tone, volume and action
- I know how and where to find specific information needed in a non-fiction book and can use the organisation and layout of the text to help me find the information I need
- I record key words and information found
- I know that the layout of books can vary according to the purpose of a book
- I discuss the meaning of unfamiliar words identified
- I can sequence events in model texts
- I can analyse the features of different text types with increasing awareness of why they have been used



# Boreham Primary School English Curriculum



Year 4		
Writing		
Composition	Vocabulary, Grammar and Punctuation	Handwriting and Spelling
<ul style="list-style-type: none"><li>I can write for a wide range of narratives and non-fiction, taking account of purpose and audience.</li><li>I can use a consistent and appropriate structure, grammatical, features and wide range of vocabulary for effect in texts.</li><li>I can plan my writing independently</li><li>I can consistently use and organise paragraphs around a theme</li><li>I open paragraphs with topic sentences and adverbials</li><li>My narrative writing is organised into clear sequences with more than a basic beginning, middle and end.</li><li>I can write a narrative with a clear structure to create more detailed setting, characters and plot to fully engage the reader</li><li>I can write exciting opening paragraphs in narrative writing by using effective description to engage the reader with the setting and characters</li><li>I can write developed endings in narrative writing appropriately relating to the beginning or a change in character</li><li>I include key vocabulary and grammar choices that link to the style of writing (eg. technical, scientific or historical vocabulary)</li><li>I can write from memory simple dictated sentences that include vocabulary and punctuation taught.</li><li>I can make improvements by proposing changes to grammar and vocabulary to improve consistency (eg. accurate use of tenses and pronouns in sentences)</li><li>I can proof read my own and others' work to check all my sentences are correctly punctuated.</li><li>I can evaluate my writing through self-assessment and by assessing my writing with my peers</li></ul>	<ul style="list-style-type: none"><li>I use a wider range of conjunctions (eg. such as, although, however, despite, as well as)</li><li>I use the correct article 'a' or 'an'</li><li>I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition</li><li>I use expanded noun phrases with modifying adjectives and prepositions.</li><li>I use fronted adverbials of place, time and manner including the use of a comma (eg. Later that day,)</li><li>I open my sentences in a variety of ways to create effects</li><li>I can use a range of sentences with more than one clause by positioning subordinate clauses in different places within a sentence.</li><li>I use adverbs and prepositions to express time, place and cause</li><li>I build cohesion within paragraphs through controlled use of tenses, subordinating and coordinating conjunctions</li><li>I use standard English for verb inflections instead of spoken forms ('we were' instead of 'we was' or 'I did' instead of 'I done')</li><li>I use commas for fronted adverbials</li><li>I use inverted commas for speech and include a comma after the reporting clause (eg The conductor shouted, "Sit down!")</li><li>I can maintain tense throughout my writing</li></ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"><li>I spell words with additional prefixes and suffixes and understand how to add them to root words (eg. -tion, -ous, -sion, -ian)</li><li>I recognise and spell additional homophones (eg. accept/except, whose/who's, whether/weather, piece/peace)</li><li>I use and punctuate the plural 's' and possessive 's' correctly (eg. The girls were playing football. The girls' football boots. The girl's football boots)</li><li>I can spell identified commonly misspelt words from the Year 3 and 4 word list</li><li>I use the first two or three letters in a word to check its spelling in a dictionary</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>I can improve the legibility, consistency and quality of my handwriting</li><li>I use the diagonal and horizontal strokes needed to join letters</li><li>I understand which letters, when adjacent to one another, are best left unjoined and apply this to my own handwriting</li><li>I can sufficiently space my lines of writing so that the ascenders and descenders do not touch</li></ul>