

Objectives for Year 4 Term 1			
In addition to previous learning, pupils should learn how to...			
Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Justify a view by giving reasons and evidence Make notes when listening Use inclusion techniques in a group e.g. questions, eye contact, people's names</p> <p>Drama Articulate clearly and project the voice</p>	<p>Word Reading Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, considering speed, volume and action</p> <p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify how the layout in book and screen-based texts aids the reader Discuss language which has captured</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Create writing which is organised, imaginative and clear Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use exciting and interesting vocabulary appropriate to the text type Use paragraphs to organise ideas around a theme Use stanzas to structure content in poems Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 4)</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's Use pronouns and nouns appropriately</p>	<p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell words with the suffix -ly Spell words with the -sure ending Spell words with the -ture ending Spell words with the suffix -ous Spell words with the suffix -al Spell words with the suffix -ary Spell words with the suffix -ic Spell common homophones e.g. fair/fare, break/brake Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Improve the quality of handwriting by tackling any issues consistently Develop fluency in typing</p>

	<p>their interest Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text <i>Make connections between texts in terms of plot, similar characters, same author etc.</i></p> <p>Being a Researcher <i>Distinguish between fact and opinion in order to verify the accuracy and reliability of information</i> <i>Appraise the usefulness of a text for a task</i> <i>Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</i></p>	<p>(for clarity and cohesion and to avoid repetition) <i>Use connectives for cohesion across a text</i> Identify determiners Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) Use inverted commas and other speech punctuation appropriately</p>	
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Objectives for Year 4 Term 2			
In addition to previous learning, pupils should learn how to...			
Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Tell a story which is clear, structured and detailed Recognise and analyse formal/informal registers when listening Address alternative opinions in discussion</p> <p>Drama <i>Choose vocabulary and movement to match the place and time in a scene</i></p>	<p>Word Reading Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books <i>Identify and remember common structural and language conventions in different text types</i> Read for a range of purposes Retell myths and legends focusing on the themes</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Plan and write their own texts <i>to suit a specific audience</i> based on the structures, grammar and vocabulary of texts that they have studied <i>Create writing which is organised, imaginative and clear</i> Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary <i>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</i> <i>Write in the style of an author or poet who has been studied</i> <i>Write a satisfying ending</i> Read aloud their own work using a range of strategies (intonation, volume, tone</p>	<p>Spelling Use a dictionary to check words <i>Investigate spelling patterns and conventions</i> Use etymology to aid spelling Spell words with the -tion ending Spell words with the -sion ending Spell words with the -ssion ending Spell words with the -cian ending <i>Add suffixes to words ending in -f, -ff, -ve and -fe</i> Spell more common homophones Spell plural words with possessive apostrophes e.g. girls', children's Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore</p>

	<p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify how the layout in book and screen-based texts aids the reader Select and discuss effective words and phrases e.g. figurative language Recognise the viewpoint of the author Make connections between texts in terms of plot, similar characters, same author etc.</p> <p>Being a Researcher Distinguish between fact and opinion in order to verify the accuracy and reliability of information Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p>etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 4)</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use adverbs to express frequency e.g. often and manner e.g. loudly Identify and recognise adverbial phrases and clauses Use fronted adverbials Use commas to mark off fronted adverbials Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was Fully understand the difference between plural and possessive s Use apostrophes to show plural possession e.g. The boys' house</p>	<p>Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Improve the quality of handwriting by tackling any issues consistently Present on-screen texts which will appeal to the reader</p>
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Objectives for Year 4 Term 3			
In addition to previous learning, pupils should learn how to...			
Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Use formal/informal registers when appropriate Ask relevant questions after listening to build understanding <i>Take different roles in groups e.g. leader, reporter, scribe, mentor</i></p> <p>Drama <i>In a group, present their own play by learning lines, making props and creating simple sound and light effects</i></p>	<p>Word Reading Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books <i>Identify and remember common structural and language conventions in different text types</i> Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone <i>and word emphasis</i></p> <p>Reading Comprehension Ask questions to improve their understanding of a text <i>Empathise with characters and their situations</i> Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify instances where structure and layout contribute to meaning</p>	<p>Planning, Composing and Evaluating Plan and write their own texts <i>to suit a specific audience</i> based on the structures, grammar and vocabulary of texts that they have studied <i>Make the form of writing consistently clear, relevant and organised</i> <i>Experiment with layout when writing poems</i> Compose and orally rehearse sentences <i>and lines of poetry</i> which are increasingly rich in structure and vocabulary <i>Engage the reader fully at points</i> Link ideas within a paragraph or section <i>Communicate feelings, emotions and opinions</i> <i>Take a viewpoint in a piece of writing</i> Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact <i>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 4)</i></p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Know what a subordinate clause is Use a wider range of conjunctions to extend sentences including when, if, because, although</p>	<p>Spelling Use a dictionary to check words <i>Investigate spelling patterns and conventions</i> Use etymology to aid spelling Spell words where the k sound is spelt ch (Greek origin) e.g. chorus Spell words where the sh sound is spelt ch (French origin) e.g. chalet Spell -gue and -que words (French origin) e.g. tongue, antique Spell words where the s sound is spelt sc (Latin origin) e.g. scene Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far <i>Choose the correct spelling by using a visual strategy ('Does it look right?')</i></p> <p>Handwriting and Presentation Write consistently with neat, legible and joined handwriting <i>Present on-screen texts which consistently appeal to the reader</i></p>

	<p>Engage in a discussion on an author's use of language</p> <p>Distinguish between fact and opinion when discussing viewpoint</p> <p>Make connections between texts in terms of plot, similar characters, same author etc.</p> <p>Being a Researcher</p> <p>Distinguish between fact and opinion in order to verify the accuracy and reliability of information</p> <p>Appraise the usefulness of a text for a task</p> <p>Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p>Know what a complex sentence is</p> <p>Write complex sentences</p> <p>Use commas for marking off subordinate clauses</p>	
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