

Y4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Terminology</u> p80	<p>Pupils must use and understand:</p> <ul style="list-style-type: none"> Y3 terminology Determiner Pronoun Possessive pronoun Adverbial Fronted adverbials Verb inflections Apostrophes Plural apostrophes Expanded noun phrases Reporting clause 					
<u>Spelling</u> Appendix 1 p73 Spelling Rules 50	<p>Revision Y3</p> <p>Prefixes , IN-, IL-, IM-, IR-,</p> <p>Suffix - ation</p> <p>Suffix -ous</p> <p>Use the first 3/4 letters of a word to check spelling in a dictionary</p>	<p>Prefixes SUB-, INTER-, SUPER-, ANTI-, AUTO-</p> <p>Endings that sound /ʃːn/ spelt -tion, -sion, -ssion, -cian</p> <p>Possessive apostrophes with plural words (girls' and children's)</p>	<p>Words ending in -gue and - que (league and antique)</p> <p>Homophones & near homophones (piece/peace - affect/ effect</p> <p>Words with /s/ sound spelt SC (science)</p> <p>Use the first 3/4 letters of a word to check spelling in a dictionary</p>	<p>Words ending in -gue and - que (league and antique)</p> <p>Possessive apostrophes with plural words (girls' and children's)</p> <p>Suffix - ation</p> <p>Suffix -ous</p>	<p>Prefixes</p> <p>Homophones & near homophones (piece/peace - affect/ effect</p> <p>Words with /s/ sound spelt SC (science)</p> <p>Use the first 3/4 letters of a word to check spelling in a dictionary</p>	<p>Revision of spelling rules</p>
<p>Year 3 and Year 4 word list P.64</p> <p>Complex exception words (caught)</p> <p>Write from memory simple dictated sentences including punctuation</p>						
<u>Handwriting</u>	<p>Handwriting to be joined in <u>all curriculum areas</u> and should be taught</p> <ul style="list-style-type: none"> Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Letters are easy to read and orientated the correctly and are of equal size Handwriting is spaced accurately so that letters do not overlap 					
<u>Composition</u>	<p>Plan writing by:</p> <ul style="list-style-type: none"> Discussing and recording ideas Discussing similar writing to their planned outcomes so as to understand STRUCTURE, VOCAB and GRAMMAR 	<p>Draft and Write by: (Appendix 2 p76)</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally Building a rich and varied vocabulary Build a range of sentence structures Organising paragraphs around a theme and ensure that they flow throughout the text In narratives create settings, character and plots In non-narrative use organisational devices (subheadings) 		<p>Evaluate and Edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and other's writing suggesting improvements Proposing changes to grammar and vocabulary to improve consistency and accurate use of PRONOUNS Considering the audience and purpose 		<ul style="list-style-type: none"> Proof read for punctuation and spelling errors Read aloud their writing to a group or whole class using correct intonation and controlling the tone and volume so that the meaning is clear.

<p>VPG Appendix 2 Pg 74</p>	<p>Revision of Y3 Terminology</p> <p>Standard English - verb inflections</p> <p>Expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Subordinate clauses</p>	<p>Grammatical difference between plural and possessive</p> <p>Apostrophes for possession and plural possession</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion</p> <p>Use of determiners</p> <p>Fronted adverbials and use of the comma</p>	<p>Standard English - verb inflections</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Subordinate clauses</p> <p>Use of inverted commas and other punctuation to indicate direct speech (reporting clause)</p> <p>Expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion</p> <p>Use of determiners</p> <p>Standard English - verb inflections</p> <p>Apostrophes for possession and plural possession</p> <p>Grammatical difference between plural and possessive</p>	<p>Subordinate clauses</p> <p>Expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials and use of the comma</p>	<p>Revision</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading</p>	Word Reading	
	<ul style="list-style-type: none"> • Appendix 1 p 55 Apply knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • Read further exception words including words that do not follow spelling patterns 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading Comprehension</p>	Comprehension	
	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books (text books) • 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 	<p>Understand what they read in books they can read independently by:</p> <ul style="list-style-type: none"> • 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 inference such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Predicting what might happen from detail stated and implied • Identifying how language, structure and presentation contribute to meaning • Summarising the text with evidence • 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.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking and Listening</p>	To be taught at a level appropriate to the pupils (ONGOING)	
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 , presentation, performances, role-play, improvisation and debates • Gain, maintain and monitor the interest of the listeners <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>
<p>GPC - grapheme, phoneme correspondences</p>		