



**Year 4**  
**Reading and Writing**  
**Breadth of Study**  
 English National Curriculum coverage

**Reading**

**Writing**

**National curriculum**

**Reading - word reading**

Pupils should be taught to:

- 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
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Reading - comprehension**

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - 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

**National curriculum**

**Spelling (see [English Appendix 1](#))**

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Handwriting**

Pupils should be taught to:

- 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

<ul style="list-style-type: none"><li>▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>▪ identifying themes and conventions in a wide range of books</li><li>▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>▪ discussing words and phrases that capture the reader's interest and imagination</li><li>▪ recognising some different forms of poetry [for example, free verse, narrative poetry]</li><li>▪ understand what they read, in books they can read independently, by:<ul style="list-style-type: none"><li>▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>▪ asking questions to improve their understanding of a text</li><li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>▪ predicting what might happen from details stated and implied</li><li>▪ identifying main ideas drawn from more than one paragraph and summarising these</li><li>▪ identifying how language, structure, and presentation contribute to meaning</li></ul></li><li>▪ retrieve and record information from non-fiction</li><li>▪ 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.</li></ul>	<ul style="list-style-type: none"><li>▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li></ul> <p><b>Writing - composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ plan their writing by:<ul style="list-style-type: none"><li>▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>▪ discussing and recording ideas</li></ul></li><li>▪ draft and write by:<ul style="list-style-type: none"><li>▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li><li>▪ organising paragraphs around a theme</li><li>▪ in narratives, creating settings, characters and plot</li><li>▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li></ul></li><li>▪ evaluate and edit by:<ul style="list-style-type: none"><li>▪ assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li></ul></li><li>▪ proof-read for spelling and punctuation errors</li><li>▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li></ul> <p><b>Writing - vocabulary, grammar and punctuation</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:<ul style="list-style-type: none"><li>▪ extending the range of sentences with more than one clause by using a wider range</li></ul></li></ul>
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- of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

**Subject Coverage**

**In our writing composition lessons we will be writing in different genres and for different audiences and purpose.**

<p><u>Narrative</u>                  Stories with historical settings                  Stories set in imaginary worlds                  Stories from other cultures                  Stories which raise issues/dilemmas                  Plays</p>	<p><u>Non-Fiction</u>                  Recounts: newspapers/magazines                  Information texts                  Explanation texts                  Persuasive texts</p>	<p><u>Poetry</u>                  Creating images                  Exploring form</p>
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**To support our writing we will be learning to use the following vocabulary, grammar and punctuation.**

- To use I and me accurately.
- To use common prepositions accurately.
- To open with a variety of openers including: adjectives, prepositions, -ly and -ing words to create subordination.
- To extend the range of sentences with more than one clause by using a wider range of connectives: however, despite the fact that, whilst, once.
- To use semi-colons instead of connectives when extending sentences.
- To distinguish between a clause and a main clause.
- To distinguish between the different forms of sentences: statement, question, exclamation and a command.
- To explore clauses, main clauses and phrases.

- To use tense accurately (irregular verbs, as well as common verbs).
- To use rhetorical questions.
- To use sophisticated connectives: Consequently, Subsequently, As a result, Plus...
- To choose nouns and pronouns appropriately within a sentence to avoid ambiguity and repetition.
- To explore irregular singular and plural vocabulary.
- To explore possession by using the possessive apostrophe with singular and plural nouns... and ensure that this is not confused with apostrophes for omission.
- To explore synonyms by grouping and grading them (in terms of intensity).
- To explore antonyms.
- To ensure the precise use of nouns, verbs and adjectives (use of thesauruses).
- To distinguish between proper and common nouns.
- To distinguish between collective and abstract nouns.
- To consolidate the use of dialogue and speech marks (and use the term inverted commas instead of marks by the end of the academic year).
- To use the grammatical terminology from above and previous years accurately and appropriately when discussing writing and reading.

## Vocabulary, grammar and punctuation – Years 4 (Appendix 2)

<b><i>Year 3/4: Detail of content to be introduced (statutory requirement)</i></b>	
<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
<b>Sentence</b>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>

<i>Year 3/4: Detail of content to be introduced (statutory requirement)</i>	
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>presentperfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>
<b>Terminology for pupils</b>	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

**Word list –  
years 3 and 4**

accident(ally)

actual(ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early

earth

eight/eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forward(s)

fruit

grammar

group

guard

guide

heard

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

material

medicine

mention

minute

natural

naughty

notice

occasion(ally)

often

opposite

ordinary

particular

peculiar

perhaps

popular

position

possess(ion)

possible

potatoes

pressure

probably

promise

purpose

quarter

question

recent

regular

reign

remember

sentence

separate

special

straight

strange

strength

suppose

surprise

therefore

though/although

thought

through

various

weight

woman/women



***Notes and guidance (non-statutory)***

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.