

## Literacy Skills- Year 4

| <b>Text Types:</b>  |  |   |  |
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| <b>Fiction</b>  | <b>Non-Fiction</b>   | <b>Poetry</b>   |  |
| ▪   | ▪  | ▪   |  |
| <b>Writing:</b>   |  |   |  |
| <b>Spelling</b>   | <b>Handwriting</b>   | <b>Composition</b>  | <b>Vocabulary, Punctuation &amp; Grammar</b>   |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p style="color: red; font-weight: bold;">Revision of Year 3 objectives throughout lower KS2. Extend and develop to Year 4 coverage below, as appropriate.</p> <ul style="list-style-type: none"> <li>▪ Adding suffixes beginning with vowels (to words of more than one syllable)</li> <li>▪ The short 'i' phoneme spelt <b>y</b> in the middle of words.</li> <li>▪ Prefixes <b>in-, il-, im-, ir, re- sub-, inter-</b> and <b>auto</b></li> <li>▪ Suffix <b>-ly</b></li> <li>▪ Words with ending <b>-sion</b> (hard sound – e.g. television)</li> <li>▪ Suffix <b>-ous</b></li> <li>▪ Words ending with <b>-cian</b></li> <li>▪ Words with the <b>k</b> phoneme, spelt <b>ch</b></li> <li>▪ Words with the <b>sh</b> phoneme, but spelt <b>ch</b></li> <li>▪ Words with the hard <b>g</b> phoneme, spelt <b>gue</b></li> <li>▪ Other words spelt <b>gue</b></li> <li>▪ Words with the <b>k</b> phoneme, spelt</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ plan their writing by:</li> <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> <li>▪ draft and write by:</li> <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                             <ul style="list-style-type: none"> <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> <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> </li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ Use <b>paragraphs</b> as a way to organise ideas around a theme;</li> <li>▪ be able to identify the <b>main clause</b> and <b>subordinate clause</b>, and notice their various positions within a sentence; e.g. 'Although it was cold, <i>Jack took his coat.</i>' – can be written: '<i>Jack took his coat,</i> although it was cold.' (The main clause moves from the end of the sentence to the beginning);</li> <li>▪ build confidence to distinguish between <b>statements, questions</b> and <b>commands</b>;</li> <li>▪ begin to use <b>connectives</b> to structure an argument: <i>If; on the other hand;</i></li> <li>▪ learn that strong, specific <b>nouns</b> and powerful <b>verbs</b> make good writing;</li> <li>▪ become familiar with using a thesaurus to expand vocabulary; keep a journal of words;</li> <li>▪ introduce the term <b>pronoun</b> during shared writing, to show how they help the writer to avoid repetition or ambiguity, e.g. <i>Josh</i> loved sausages. <i>He</i> ate three every day. <i>His</i> mother gave them to <i>him</i>;</li> <li>▪ recognise <b>adverbs</b> when reading, particularly those ending with 'ly'; use a comma after fronted <b>adverbials</b> at the beginnings of sentences; begin to use in writing;</li> <li>▪ use a <b>comma</b> to mark a pause within a complex sentence;</li> <li>▪ use two commas around extra</li> </ul> |

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| <p><b>que</b></p> <ul style="list-style-type: none"> <li>▪ Revise possessive apostrophe for singular and plural words.</li> <li>▪ Possessive apostrophe for irregular plural words.</li> <li>▪ Further homophones or near-homophones</li> </ul> |  |  | <p>information, e.g. Jess, <i>the shorter of the two</i>, asked Peter for a ladder. Explore other ways to punctuate extra information (a parenthesis), such as with a pair of <b>brackets</b> or <b>dashes</b>;</p> <ul style="list-style-type: none"> <li>▪ vary sentence order and sentence length, and examine the effect on the reader;</li> <li>▪ identify and apply <b>apostrophe for possession</b> e.g. <i>the baby's dummy</i>; <i>the ladies' hats</i>; teach basic rules for <b>singular/plural</b> nouns first;</li> <li>▪ compare this to the <b>apostrophe for omission</b> used by <b>contractions</b> e.g. won't;</li> <li>▪ introduce the term <b>possessive pronoun</b> e.g. <i>Jack's football</i>, <i>Miss Wood's ruler</i>;</li> <li>▪ use the term <b>inverted commas</b> when referring to speech marks, and clarify their use in <b>direct speech</b>; identify the difference between direct and reported speech;</li> <li>▪ identify the <b>subject</b> in a sentence, e.g. <i>Danny</i> caught a whopping fish;</li> <li>▪ emphasise the importance of making the <b>subject and verb</b> agree, both when speaking and writing, e.g. <i>We were</i> fishing; <i>I did</i> my homework; they <i>were</i> blue;</li> <li>▪ avoid using a <b>double negative</b>, e.g. <i>I never did nothing</i>; <i>can't nobody help</i>?</li> <li>▪ discuss the idea of <b>formal</b> and <b>informal</b> language</li> <li>▪ practise noticing the difference between '<b>phrase</b>' and '<b>clause</b>' when sharing a text; the phrase does not contain a verb;</li> <li>▪ develop confidence with <b>contractions</b> such as: <i>you're</i>, <i>should've</i>, <i>would've</i>, <i>it's/its</i></li> <li>▪ introduce the term <b>synonym</b> for words which are similar in meaning,</li> </ul> |
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|  |  |  | <p>and <b>antonym</b> for words which are opposite in meaning;</p> <ul style="list-style-type: none"><li>▪ introduce the word <b>determiner</b> for a word which specifies a noun as known or unknown e.g. <i>the, a or an; my, your; this, these, those; some or every;</i></li><li>▪ build dictionary skills to check the meaning of new words;</li></ul> |
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## Literacy Skills- Year 4

### 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.

#### 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
  - 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 [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - 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 inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
  - 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.

## Literacy Skills- Year 4

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### **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
- 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
- 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, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication