

English Curriculum Overview
Northwick Park Primary and Nursery Academy
Year 4

Text Type Overview.

| Autumn | Spring | Summer |
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| We Take Pride Dictionaries and Glossaries – Brazil Non-chron Report – Rainforest Narrative Stories from other cultures (How the Sun Came from the Sea – story from Brazil) Play scripts – Shakespeare – spoken language outcome Shape Poems Core Skills Unit | Myths and Legends (Romulus and Remus) Diary (links to history – Roman Soldier) Explanations/Instructions – Roman shield – link to art/DT Recount – Colchester Castle Trip Performance Poetry (Benjamin Zephaniah/Michael Rosen) spoken language outcome | Narrative – science fiction or imaginary world Persuasive argument –formal and informal– science/geography – farm to fork- letters and verbal debate outcome. Structured poetry – haiku, kennings Core Skills Unit |

Core Texts: (To include half the teaching time on class novels and half on ‘VIPERS’ guided reading)

| | Autumn Term | Spring Term | Summer Term |
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| Green Set: | The Lion, the Witch and the Wardrobe by C S Lewis | Harry Potter J K Rowling | Harry Potter J K Rowling |
| Orange Set: | Charlotte’s Web | Billy the Kid by Michael Morpurgo | Charlie and the Chocolate Factory Roald Dahl |
| Yellow Set: | The Twits by Roald Dahl | Charlotte’s Web | Billy the Kid by Michael Morpurgo |
| Red Set: | Phonics/VIPERS when necessary | Vipers/ Phonics continues as necessary Meerkat Mail | The Twits Vipers Phonics as necessary |

Vocabulary – Year 4

| New Vocabulary for This Year: | | | |
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| Text Type/Reading: | | GPS: | |
| Myth Legend Creation story Internal rhyme Recite Chronological structure Haiku Acrostic | Persuasive argument Narrator Device Narrative hook Viewpoint Rhetoric Exaggeration Summary | Reported speech Subordinating conjunction Co-ordinating conjunction Present/past perfect verb tense Speech punctuation Alliteration Onomatopoeia Figurative language Personification Preposition/prepositional phrase | Pace Rhetorical question Phrase/clause Adverbial Fronted adverbial Determiner (pronoun) Possessive pronoun Silent letters Simple/compound sentence |
| Familiar Vocabulary to Revise this Year: | | | |
| Text Type/Reading: | | GPS | |
| Non-chronological report Index/glossary/contents Performance poem Rhythm Prediction Inference Opinion | Explanation Instruction Recount Audience Chapter | Imperative verb Direct speech Metaphor/simile Formal/informal letter Dialogue Layout Common/proper/abstract/collective noun Root word Ambitious vocabulary Structure | Possessive apostrophe Apostrophe for omission Homophones/near homophone Spelling pattern Paragraph Dialogue Simile/metaphor Layout Contraction Adverb/adjective/preposition/verb |

In addition to this subject specific vocabulary, pupils will experience a range of quality texts to ensure they encounter and learn to use an increasingly wide range of new vocabulary. Teachers encourage children to use the new words they use in their own speech and writing e.g. through the use of vocabulary walls.

Spoken Language Curriculum Content:

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| <p>Frequently listens and responds appropriately to adults and their peers.</p> <p><i>Maintains eye contact stopping anything else they may have been doing.</i></p> <p><i>Responds politely to questions and offers examples to questions: 'Yes, I like that character too. Mainly because of...'</i></p> | <p>Frequently asks relevant questions to extend their understanding and knowledge.</p> <p><i>Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'</i></p> | <p>Frequently uses relevant strategies to build their vocabulary.</p> <p><i>Uses word banks, dictionaries and thesauruses with growing confidence.</i></p> <p><i>Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.</i></p> | <p>Frequently articulates and justifies answers, arguments and opinions.</p> <p><i>Uses 'because' and immediate evidence to support answers, arguments and opinions. E.g. I think zoos are cruel because in this book it says...</i></p> <p><i>Is able to present an opinion that is not their own after planning work and discussion with their peers/ the teacher.</i></p> | <p>Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><i>Organises related information and links it logically, e.g. with adverbials of where, when, how and how many.</i></p> <p><i>Summarises the main points.</i></p> | <p>Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p><i>Participates in group and whole class discussions.</i></p> <p><i>Ask questions of other children.</i></p> |
| <p>Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p><i>Begins to make generalised speculations as well as personal ones: 'Some people think...'</i></p> <p><i>Conditional clauses may be used to support speculation 'If x happens...'</i></p> | <p>Frequently speaks audibly and fluently with an increasing command of Standard English.</p> <p><i>Can control their volume to meet the level required for the interaction.</i></p> <p><i>Most subject and verb choices agree. (e.g. was/were; did/done).</i></p> | <p>Frequently participates in discussions, presentations, performances, role play, improvisations and debates.</p> <p><i>Structure their ideas so that they can debate their point of view clearly and coherently.</i></p> <p><i>Deliver lines in a performance or play effectively.</i></p> | <p>Frequently gains, maintains and monitors the interest of the listener(s).</p> <p><i>Thinks about how to gain the listener's attention. E.g. starting with a joke or anecdote.</i></p> <p><i>Uses prosodic skills such as pausing after sentences or raising the tone of their voice to show excitement or a point of high tension in narration.</i></p> | <p>Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.</p> <p><i>Uses sentence stems and classroom models to practise encouraging other children to contribute.</i></p> <p><i>Is able to organise contributions into categories (e.g. for/ against).</i></p> | <p>Frequently selects and uses appropriate registers for effective communication.</p> <p><i>Increasingly aware of the need to adapt language choices to suit the purpose and audience they are speaking to. For example, choosing to use formal vocabulary when addressing the local councillor or MP at a presentation compared to improvising a play based on a funny class novel.</i></p> |

Reading Objectives:

| Statutory Curriculum Objectives: | Statements: |
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| <p>Word Reading:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. <p>Reading Comprehension:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ 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: <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 | <p>Band 4 Statements:</p> <p>Word Reading:</p> <p>I can use my understanding of root words, prefixes (including re- , sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words</p> <p>I can read and decode further exception words accurately including words that do not follow spelling patterns</p> <p>Comprehension:</p> <p>I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I can show that I enjoy reading by reading lots of different types of books and for different reasons</p> <p>I can use a dictionary to check the meaning of words</p> <p>I can read a wide range of books, fairy stories, myths and legends and retell some of them to others</p> <p>I can discuss words and phrases in the books that I read that excite me</p> <p>I can discuss different types of poetry e.g. free verse and narrative poetry</p> <p>I can check what I have read and that I have understood it by telling someone else what has happened</p> <p>I can ask questions about what I have read to help me understand a complicated text</p> <p>I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this</p> <p>I can predict what will happen in a text using details I have already read to help me</p> <p>I can summarise what has happened in a text using themes from paragraphs to help me</p> <p>I can understand how the use of words in a text, how it is set out and its presentation add to its meaning</p> <p>I can find and record information from non-fiction texts over a wide range of subjects</p> <p>I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others</p> |

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| <ul style="list-style-type: none"> ▪ 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. | |
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Writing Objectives Composition:

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| Statutory Curriculum Objectives: | Oxford Writing Criterion Scale Statements: |
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| <ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ draft and write by: <ul style="list-style-type: none"> ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>) ▪ organising paragraphs around a theme ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ 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. | <p>YEAR 4</p> <ol style="list-style-type: none"> 1. Can write in a lively and coherent style. 2. Can use a range of style and genres confidently and independently. (If the writing is a narrative, simple report or recount of a known story, this cannot be ticked. If any other genre, it can be ticked as they will already know these three text forms). 3. Can sometimes use interesting and ambitious words (they should be words not usually used by a child of that age and not a technical word used in a taught context only e.g. 'volcano' in geography or 'evaporate' in science). 4. Can organise ideas appropriately for both purpose and reader (e.g. captions, headings, bullets, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information). 5. Can use a wide range of punctuation mainly accurately, including full stop and capital letter, question mark, exclamation mark, apostrophe and comma. 6. Can write neatly, legibly and accurately, usually maintaining a joined style. 7. Can use more sophisticated connective devices (although, however, nevertheless, despite, contrary to, as well as etc). 8. Can use links to show time and cause. 9. Can open sentences in a wide range of ways for interest and impact. 10. Can use paragraphs, although they may not always be accurate. 11. Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction). 12. Can use or attempt grammatically complex structures (e.g. expansion before and after the noun 'The little old man who lived on the hill...' 'by the lady who taught me the guitar', subordinate clauses 'I felt better when'...). 13. Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Word and the Y4 National Curriculum Appendix 1. 14. Can use nouns, pronouns and tenses accurately and consistently throughout. 15. Can use apostrophes and/or inverted commas, mainly accurately. 16. Can select from a range of know adventurous vocabulary for purpose, with some words being particularly well chosen. 17. Can select interesting strategies to move a piece of writing forward (e.g. asides, characterisation, dialogue with the audience, dialogue etc). 18. Can advise assertively, although not confrontationally, in factual writing (e.g. 'An important thing to think about before deciding...', 'We always need to think about...'etc) 19. Can develop ideas in creative and interesting ways. |
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Vocabulary, Grammar and Punctuation

| Autumn Term | Spring Term | Summer Term | Statements: |
|---|--|---|--|
| <p>Teach: The grammatical difference between plural and possessive –s Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Revise: Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so because) adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) Word classes</p> <p>Vocabulary: New this year: determiner, pronoun, possessive, adverbial Revise from Y3: adverb, proposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted comma (speech marks) + common, proper, abstract, collective noun, past/present/future tense</p> | <p>Teach: Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was or I did instead of I done) Use of paragraphs to organise ideas around a theme. Use of inverted commas and other punctuation to indicate speech, for example a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, ‘Sit down!’</p> <p>Revise: Different verb tenses</p> | <p>Teach: Fronted adverbials (e.g. <i>Later that day</i>, I heard the bad news) Use of commas after fronted adverbials. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Apostrophes to mark singular and plural possession (e.g. the girl’s name, the girls’ names)</p> <p>Revise: Speech punctuation Word classes Simple, compound, complex sentences.</p> | <p>Band 4 Statements:</p> <p>I can explain the difference between the plural and possessive –s I can use the correct form of the verb inflection <eg> we were instead of we was </eg> I can make my writing interesting by using adjectives and other descriptive methods I can use an adverb phrase at the start of a sentence <eg>Later that day, I heard the bad news</eg> I can use paragraphs to organise ideas around a theme I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated I can use inverted commas and other punctuation to indicate direct speech <eg> The conductor shouted, 'Sit down!'</eg> I can use apostrophes to mark plural possession <eg>the girl's name, the girls' names</eg> I can use commas after adverbials at the beginning of a sentence <eg> Later that day, we heard the good news </eg> I can understand and use the following terms: Determiner, Pronoun, Possessive pronoun, adverbial</p> |

Spelling:

- Statutory Objectives:
- 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.

| Autumn | Spring | Summer |
|--|---|---|
| AUTUMN TERM Test 1: Year 3 review Test 2: Year 3 review Test 3: apostrophes for missing letters Test 4: suffixes (vowel letters) Test 5: -sion endings Test 6: -sion endings Test 7: -tion endings Test 8: -ssion endings Test 9: -ation suffix Test 10: -cian endings | SPRING TERM Test 1: spelling review Test 2: plurals Test 3: possessive apostrophes Test 4: -ous endings Test 5: -ous endings' Test 6: -sure and -ture endings Test 7: 'k' sound spelt 'ch' Test 8: 's' sound spelt 'c' Test 9: -ough words Test 10: unstressed vowels | SUMMER TERM Test 1: spelling review Test 2: 'sh' spelt 'ch' Test 3: -gue endings Test 4: -que endings Test 5: 's' sound spelt 'sc' Test 6: homophones and near-homophones Test 7: homophones and near-homophones Test 8: homophones and near-homophones Test 9: un-, dis-, mis- and re-words Test 10: words from across the curriculum. |

NB the school chosen spelling pattern will cover all the statutory spelling objectives, including the statutory word lists. 30 weeks' worth of spelling lists are provided, allowing up to 9 additional weeks for topic based spelling, filling learning gaps or revision.

Handwriting

- 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
- 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].

Additional Guidance:

Please see the Jane Considine papers for text type progression.

When planning, please note that the statutory requirements are in black, additional guidance is in blue.