



Lowerhouse Junior School Key Learning in English – Year 4



Word Reading

As above and:

- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *sub-, inter-, anti-, -auto-*.
- Use suffixes to understand meanings e.g. *-ation, -ous, -tion, -sion, -ssion, -cian*.
- Read and understand meaning of words on Y3/4 word list – see bottom.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Comprehension

As above and:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts*.
- Regularly listening to whole novels read aloud by the teacher.
- Analysing and evaluate texts looking at language, structure and presentation.
- Analysing different forms of poetry e.g. *haiku, limericks, kennings*.
- Reading books and texts for a range of purposes and responding in a variety of ways.
- Analysing and comparing a range of plot structures.
- Retelling a range of stories, including less familiar fairy stories, myths and legends.
- Identifying, analysing and discussing themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals*.
- Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes*.
- Learning a range of poems by heart and rehearsing for performance.
- Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.

Discussing their understanding of the text

- Explaining the meaning of key vocabulary within the context of the text.
- Making predictions based on information stated and implied.
- Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Identifying main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text*.

Retrieve and record information from non-fiction.

- Analysing and evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.
- Scanning for dates, numbers and names.
- Explaining how paragraphs are used to order or build up ideas, and how they are linked.
- Navigating texts to locate and retrieve information in print and on screen.

Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.

- Develop, agree on and evaluate rules for effective discussion.
- Making and responding to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles.*

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail)</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> ▪ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> ▪ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> ▪ Use commas to mark clauses in complex sentences. ▪ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> ▪ Identify, select and effectively use pronouns. ▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> ▪ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. ▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. ▪ Discussing and recording ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i> <p>Draft and write by:</p> <ul style="list-style-type: none"> ▪ Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▪ Planning and writing an opening paragraph which combines the introduction of a setting and character/s. ▪ Organising paragraphs in narrative and non-fiction. ▪ Linking ideas within paragraphs e.g. <i>fronted adverbials for when and where.</i> ▪ Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use further prefixes and suffixes and understand how to add them. ▪ Spell further homophones. ▪ Spell words that are often misspelt. ▪ Use the first 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. ▪ Learn to spell new words correctly and have plenty of practice in spelling them. ▪ Understand how to place the apostrophe in words with irregular plurals (e.g. children's). ▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Write with consistency in size and proportion of letters, e.g. <i>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.</i>

▪ Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones.*

Evaluate and edit by:

- Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.
 - Discussing and proposing changes with partners and in small groups.
 - Improving writing in light of evaluation
- Perform own compositions for different audiences
- Use appropriate intonation, tone and volume to present their writing to a range of audiences.

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Listen and retain key points from a range of situations, e.g. information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing. - Listen to their peers and retain key points in a range of situations e.g. following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc. - Listen and identify how intonation and expression affects meaning, e.g. when listening to others perform a playscript, persuasive advert or poem. - Listen and consider viewpoints from adults and peers, e.g. different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science or using historical evidence to identify a point of view. 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. - Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. - Respond to questions posed by an adult or peer, orally, related to who, what, where, when, why and how, and ask further relevant questions to extend understanding and knowledge. - Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. - Take turns when making contributions and responding to others, in a variety of group situations e.g. discussions and debates. - Provide oral explanations, extending with additional details e.g. hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc. 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Use Standard English verb inflections when speaking, e.g. <ul style="list-style-type: none"> - I was - we were - they are - Use conjunctions and, but, because, when, before, after, if, so, as, while, since, although during talk to extend ideas, using speaking frames to support, e.g. <ul style="list-style-type: none"> - When the Romans arrived in Britain, they... - Since 43AD... - If the character... 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry and across the curriculum. - Describe settings orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. - Describe characters orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. - Describe feelings orally, following modelling, using precise vocabulary provided by an adult and/ or generated via discussion, e.g. use a thesaurus to explore appropriate synonyms from which to select 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. props, images, actions and story maps. - Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. props, images, actions and text maps. - Participate in a range of drama approaches in English and across the curriculum, e.g. talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference. - Take part in imaginative role play, e.g. by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately. - Prepare poems and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. different groups, another class, whole school.

- Speak audibly and fluently when communicating with others in pairs, groups and whole class situations

- Use non-verbal gestures whilst presenting and performing to gain the audience's interest.