

## YEAR 4 Curriculum 2014: English 'at a glance' checklist

<h3>Spoken Language</h3> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> <ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>								
<h3>Reading – Word reading</h3> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>			<h3>Writing - Transcription</h3> <p>Pupils should be taught to:</p> <p>Spelling (see <a href="#">English Appendix 1</a>)</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <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>			<h3>Handwriting and presentation</h3> <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>		
<h2>APPENDIX 1 – Spelling Year 3 and 4</h2>								
<p><b>Adding suffixes beginning with vowel letters to words of more than one syllable</b></p> <p>forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener,</p> <p><b>The /z/ sound spelt y elsewhere than at the end of words</b> myth, gym, Egypt,</p> <p>pyramid, mystery</p> <p><b>The /l/ sound spelt ou</b> young, touch, double, trouble, country</p> <p><b>More prefixes</b></p> <p><b>dis-</b>: disappoint, disagree, disobey <b>mis-</b>: misbehave, mislead, misspell (mis + spell) <b>in-</b>: inactive, incorrect</p> <p><b>il-</b>: illegal, illegible,</p> <p><b>im-</b>: immature, immortal, impossible, impatient, imperfect</p> <p><b>ir-</b>: irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p>			<p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p> <p><b>The suffix -ation</b> information, adoration, sensation, preparation, admiration</p> <p><b>The suffix -ly</b> sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically</p> <p><b>Words with endings sounding like /ʒə/ or /tʃə/</b> measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure</p> <p><b>Endings which sound like /ʒən/</b> division, invasion, confusion, decision, collision, television</p> <p><b>The suffix -ous</b> poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous</p> <p><b>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</b> invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician</p>			<p><b>Words with the /k/ sound spelt ch (Greek in origin)</b> scheme, chorus, chemist, echo, character</p> <p><b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b> chef, chalet, machine, brochure</p> <p><b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</b> league, tongue, antique, unique</p> <p><b>Words with the /s/ sound spelt sc (Latin in origin)</b> science, scene, discipline, fascinate, crescent</p> <p><b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b> vein, weigh, eight, neighbour, they, obey</p> <p><b>Possessive apostrophe with plural words</b> girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's opulation)</p> <p><b>Homophones or near-homophones</b> accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>		
<p><b>Word List – Year 3/4</b></p> <p>accident(ally)</p> <p>actual(ly)</p> <p>address</p> <p>answer</p> <p>appear</p> <p>arrive</p> <p>believe</p> <p>bicycle</p> <p>breath</p> <p>breathe</p> <p>build</p>	<p>busy/business</p> <p>calendar</p> <p>caught</p> <p>centre</p> <p>century</p> <p>certain</p> <p>circle</p> <p>complete</p> <p>consider</p> <p>continue</p> <p>decide</p> <p>describe</p>	<p>different</p> <p>difficult</p> <p>disappear</p> <p>early</p> <p>earth</p> <p>eight/eighth</p> <p>enough</p> <p>exercise</p> <p>experience</p> <p>experiment</p> <p>extreme</p> <p>famous</p>	<p>favourite</p> <p>February</p> <p>forward(s)</p> <p>fruit</p> <p>grammar</p> <p>group</p> <p>guard</p> <p>guide</p> <p>heard</p> <p>heart</p> <p>height</p>	<p>history</p> <p>imagine</p> <p>increase</p> <p>important</p> <p>interest</p> <p>island</p> <p>knowledge</p> <p>learn</p> <p>length</p> <p>library</p> <p>material</p>	<p>medicine</p> <p>mention</p> <p>minute</p> <p>natural</p> <p>naughty</p> <p>notice</p> <p>occasion(ally)</p> <p>often</p> <p>opposite</p> <p>ordinary</p> <p>particular</p>	<p>peculiar</p> <p>perhaps</p> <p>popular</p> <p>position</p> <p>possess(ion)</p> <p>possible</p> <p>potatoes</p> <p>pressure</p> <p>probably</p> <p>promise</p> <p>purpose</p>	<p>quarter</p> <p>question</p> <p>recent</p> <p>regular</p> <p>reign</p> <p>remember</p> <p>sentence</p> <p>separate</p> <p>special</p> <p>straight</p> <p>strange</p>	<p>strength</p> <p>suppose</p> <p>surprise</p> <p>therefore</p> <p>though/although</p> <p>thought</p> <p>through</p> <p>various</p> <p>weight</p> <p>woman/women</p>

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Reading - Comprehension	Writing - Composition	Vocabulary, grammar and punctuation
<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <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> </ul> <p>understand what they read, in books they can read independently, by:</p> <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> <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>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <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> <p>draft and write by:</p> <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> <p>evaluate and edit by:</p> <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>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> <li>indicate grammatical and other features by:</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p><b>Appendix 2 – Grammar Year 4</b></p> <ul style="list-style-type: none"> <li>The grammatical difference between <b>plural</b> and <b>possessive</b> –s</li> <li>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> <li><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</li> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</li> <li>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</li> <li>Use of commas after <b>fronted adverbials</b></li> </ul> <p><b>Terminology for pupils</b></p> <p>determiner pronoun, possessive pronoun adverbial</p>