 **Year 4 English National Curriculum coverage by topic**

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| **Reading- Word reading**  **Reading- Comprehension** | **Non-fiction 4.1 Atlas of Adventure** | **Non-fiction 4.2 The Most Incredible Sport** | **Non-fiction 4.3 The Shang Dynasty of Ancient China** | **Fiction 4.1 Christophe’s Story** | **Fiction 4.2 The Spiderwick Chronicles** | **Fiction 4.3 The Iron Man** | **Live 4.1 Sounds Spooky** | **Live 4.2 The Grand Tour** | **Word Detectives 4** | **Poetry 4.1 Creating Images** | **Poetry 4.2 Exploring Poetic Form** | **Poetry 4.3 Poems about Animals and the Outdoors** | **Grammar Blasts** |
| **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 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to retrieve and record information from non-fiction** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to 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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| **Spoken Language** | **Non-fiction 4.1 Atlas of Adventure** | **Non-fiction 4.2 The Most Incredible Sport** | **Non-fiction 4.3 The Shang Dynasty of Ancient China** | **Fiction 4.1 Christophe’s Story** | **Fiction 4.2 The Spiderwick Chronicles** | **Fiction 4.3 The Iron Man** | **Live 4.1 Sounds Spooky** | **Live 4.2 The Grand Tour** | **Word Detectives 4** | **Poetry 4.1 Creating Images** | **Poetry 4.2 Exploring Poetic Form** | **Poetry 4.3 Poems about Animals and the Outdoors** | **Grammar Blasts** |
| **Pupils should be taught to:** |  | | | | | | | | | | | | |
| listen and respond appropriately to adults and their peers |  |  |  |  |  |  |  |  |  |  |  |  |  |
| consider and evaluate different viewpoints, attending to and building on the contributions of others |  |  |  |  |  |  |  |  |  |  |  |  |  |
| select and use appropriate registers for effective communication |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ask relevant questions to extend their understanding and knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| peak 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) |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Writing- Transcription: Spelling**  **Writing- Composition** | **Non-fiction 4.1 Atlas of Adventure** | **Non-fiction 4.2 The Most Incredible Sport** | **Non-fiction 4.3 The Shang Dynasty of Ancient China** | **Fiction 4.1 Christophe’s Story** | **Fiction 4.2 The Spiderwick Chronicles** | **Fiction 4.3 The Iron Man** | **Live 4.1 Sounds Spooky** | **Live 4.2 The Grand Tour** | **Word Detectives 4** | **Poetry 4.1 Creating Images** | **Poetry 4.2 Exploring Poetic Form** | **Poetry 4.3 Poems about Animals and the Outdoors** | **Grammar Blasts** |
| **Pupils should be taught to plan their writing by:** |  | | | | | | | | | | | | |
| 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to draft and write by:** |  | | | | | | | | | | | | |
| composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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] |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to evaluate and edit by:** |  | | | | | | | | | | | | |
| 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to proofread for spelling and punctuation errors** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to 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** |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Writing- Vocabulary, grammar and punctuation** | **Non-fiction 4.1 Atlas of Adventure** | **Non-fiction 4.2 The Most Incredible Sport** | **Non-fiction 4.3 The Shang Dynasty of Ancient China** | **Fiction 4.1 Christophe’s Story** | **Fiction 4.2 The Spiderwick Chronicles** | **Fiction 4.3 The Iron Man** | **Live 4.1 Sounds Spooky** | **Live 4.2 The Grand Tour** | **Word Detectives 4** | **Poetry 4.1 Creating Images** | **Poetry 4.2 Exploring Poetic Form** | **Poetry 4.3 Poems about Animals and the Outdoors** | **Grammar Blasts** |
| **Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:** |  | | | | | | | | | | | | |
| extending the range of sentences with more than one clause by using a wider range 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to indicate grammatical and other features by:** |  | | | | | | | | | | | | |
| indicating possession by using the possessive apostrophe with plural nouns |  |  |  |  |  |  |  |  |  |  |  |  |  |
| using and punctuating direct speech |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils should be taught to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading** |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Appendix 1**

**Spelling – work for year 3 and 4**

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| **Revision of work from years 1 and 2**  Pay special attention to the rules for adding suffixes. |

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| **New work for year 3** | | |
| **Statutory requirements** | **Rules and guidance (non-statutory)** | **Example words (non-statutory)** |
| Adding suffixes beginning with vowel letters to words of more than one syllable | If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. | forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation |
| The // ɪ sound spelt y elsewhere than at the end of words | These words should be learnt as needed | myth, gym, Egypt, pyramid, mystery |
| The /ʌ/ sound spelt ou | These words should be learnt as needed. | young, touch, double, trouble, country |
| More prefixes | Most prefixes are added to the beginning of root words without any changes in spelling, but see **in**– below. Like **un**–, the prefixes **dis–** and **mis**– have negative meanings  The prefix **in–** can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. | **dis–**: disappoint, disagree, disobey  **mis–**: misbehave, mislead, misspell (mis + spell)  **in–:** inactive, incorrect |
|  | Before a root word starting with l, **in–** becomes il.  Before a root word starting with **m** or **p,** **in–** becomes **im–.**  Before a root word starting with **r, in**– becomes **ir–.**  **re–** means ‘again’ or ‘back’.  **sub–** means ‘under’  **inter–** means ‘between’ or ‘among’  **super–** means ‘above’.  **anti–** means ‘against’.  **auto–** means ‘self’ or ‘own’. | illegal, illegible  immature, immortal, impossible, impatient, imperfect  irregular, irrelevant, irresponsible  re–: redo, refresh, return, reappear, redecorate  sub–: subdivide, subheading, submarine, submerge  inter–: interact, intercity, international, interrelated (inter + related)  super–: supermarket, superman, superstar  anti–: antiseptic, anticlockwise, antisocial  auto–: autobiography, autograph |
| The suffix –ation | The suffix –**ation** is added to verbs to form nouns. The rules already learnt still apply. | information, adoration, sensation, preparation, admiration |
| The suffix –ly | The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply. The suffix **–ly** starts with a consonant letter, so it is added straight on to most root words. | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) |
|  | **Exceptions:** (1) If the root word ends in **–y** with a consonant letter before it, the y is changed to **i,** but only if the root word has more than one syllable.  (2) If the root word ends with **–le**, the **–le** is changed to **–ly**.  (3) If the root word ends with **–ic, –ally** is added rather than just **–ly**, except in the word publicly.  (4) The words truly, duly, wholly. | happily, angrily  gently, simply, humbly, nobly  basically, frantically, dramatically |
| Words with endings sounding like /ʒə/ or /t ə/ | The ending sounding like /ʒə/ is always spelt **–sure**.  The ending sounding like /tʃə/ is often spelt –**ture,** but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. teacher, catcher, richer, stretcher. | measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure |
| Endings which sound like /ʒən/ | If the ending sounds like /ʒən/, it is spelt as –**sion**. | division, invasion, confusion, decision, collision, television |
| The suffix –ous | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.  Sometimes there is no obvious root word. –**our** is changed to **–or** before **–ous** is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.  If there is an /i:/ sound before the **–ous** ending, it is usually spelt as **i**, but a few words have **e.** | poisonous, dangerous, mountainous, famous, various  tremendous, enormous, jealous humorous, glamorous, vigorous  courageous, outrageous  serious, obvious, curious hideous,  spontaneous, courteous |
| Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian | Strictly speaking, the suffixes are **– ion** and –**ian**.  Clues about whether to put **t, s, ss** or **c** before these suffixes often come from the last letter or letters of the root word.  **–tion** is the most common spelling. It is used if the root word ends in **t** or **te.**  **–ssion** is used if the root word ends in **ss** or **–mit**.  **–sion** is used if the root word ends in **d** or **se**.  **Exceptions**: attend – attention, intend – intention. –cian is used if the root word ends in c or cs. | invention, injection, action, hesitation, completion  expression, discussion, confession, permission, admission  expansion, extension, comprehension, tension  musician, electrician, magician, politician, mathematician |
| Words with the /k/ sound spelt ch (Greek in origin) |  | scheme, chorus, chemist, echo, character |
| Words with the /ʃ/ sound spelt ch (mostly French in origin |  | chef, chalet, machine, brochure |
| Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) |  | league, tongue, antique, unique |
| Words with the /s/ sound spelt sc (Latin in origin) | In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/. | science, scene, discipline, fascinate, crescent |
| Words with the /eɪ/ sound spelt ei, eigh, or ey |  | vein, weigh, eight, neighbour, they, obey |
| Possessive apostrophe with plural words | The apostrophe is placed after the plural form of the word; **–s** is not added if the plural already ends in **–s,** but is added if the plural does not end in **–s** (i.e. is an irregular plural – e.g. children’s). | 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 population) |
| Homophones and near-homophones |  | 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 |

**Word list – years 3 and 4**

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| 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. | | | |
| **Notes and guidance (non-statutory)**  Examples: business: once **busy** is learnt, with due attention to the unusual spelling of the /i/ sound as ‘u’**, business** can then be spelt as busy + ness, with the **y** of **busy** changed to **i** according to the rule.  *disappear:* the root word appear contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis–** is then simply added to **appear.**  Understanding the relationships between words can also help with spelling.  **Examples:**  *bicycle* is cycle (from the Greek for wheel) with **bi–** (meaning ‘two’) before it.  *medicine* is related to medical so the /s/ sound is spelt as **c.**  *opposite* is related to oppose, so the schwa sound in opposite is spelt as **o.** | | | |

**Appendix 2**

**Vocabulary, grammar and punctuation**

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| **Year 4: Detail of content to be introduced (statutory requirement)** | |
| **Word** | The grammatical difference between **plural** and **possessive –s**  Standard English forms for **verb** **inflections** instead of local spoken forms [for example, we were instead of we was, or I did instead of I done |
| **Sentence** | 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)  **Fronted adverbials** [for example, Later that day, I heard the bad news.] |
| **Text** | Use of paragraphs to organise ideas around a theme  Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition |
| **Punctuation** | Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] **Apostrophes** to mark **plural** possession [for example, the girl’s name, the girls’ names]  Use of commasafter **fronted adverbials** |
| **Terminology**  **for pupils** | determiner  pronoun,  possessive  pronoun  adverbial |