

Spoken Language (Years 1-6)

1. Listen and respond appropriately to adults and their peers
2. Ask relevant questions to extend their understanding and knowledge
3. Use relevant strategies to build their vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of Standard English
9. Participate in discussions, presentations, performances, role-play/improvisations and debates
10. Gain, maintain and monitor the interest of the listener(s)
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use appropriate registers for effective communication

Reading

1. 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
2. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

1. Develop positive attitudes to reading and understanding of what they read by:
 - i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - ii. reading books that are structured in different ways and reading for a range of purposes
 - iii. using dictionaries to check the meaning of words that they have read
 - iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - v. identifying themes and conventions in a wide range of books
 - vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - vii. discussing words and phrases that capture the reader's interest and imagination
 - viii. recognising some different forms of poetry [for example, free verse, narrative poetry]
2. Understand what they read, in books they can read independently, by:
 - i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - ii. asking questions to improve their understanding of a text
 - iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - iv. predicting what might happen from details stated and implied
 - v. identifying main ideas drawn from more than one paragraph and summarising these
 - vi. identifying how language, structure, and presentation contribute to meaning
3. retrieve and record information from non-fiction
4. 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.

Handwriting and Presentation

1. 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.
2. 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].

Composition

1. plan their writing by:
 - i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - ii. discussing and recording ideas
2. draft and write by:
 - i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [\(English Appendix 2\)](#)
 - ii. organising paragraphs around a theme
 - iii. in narratives, creating settings, characters and plot
 - iv. in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
3. evaluate and edit by:
 - i. assessing the effectiveness of their own and others' writing and suggesting improvements
 - ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
4. proof-read for spelling and punctuation errors
5. 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.

Vocabulary, Grammar & Punctuation

1. develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - ii. using the present perfect form of verbs in contrast to the past tense
 - iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - iv. using conjunctions, adverbs and prepositions to express time and cause
 - v. using fronted adverbials
 - vi. learning the grammar for years 3 in English Appendix 2
2. indicate grammatical and other features by:
 - i. using commas after fronted adverbials
 - ii. indicating possession by using the possessive apostrophe with plural nouns
 - iii. using and punctuating direct speech
3. use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

APPENDIX 2: 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, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
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: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials

Text Structure

Consolidate +
Introduce:

Secure use of planning tools: e.g. story map /story mountain /story grids /Boxing-up grids

Plan opening using:
Description /action

Paragraphs:
to organise each part of story
to indicate a change in place or jump in time
Build in suspense writing to introduce the dilemma

Developed 5 parts to story
Introduction, Build-up, Problem / Dilemma, Resolution, Ending
Clear distinction between resolution and ending. Ending should include reflection on events or the characters.

Non-Fiction
(Refer to Connectives and Sentence Signposts document for Introduction and Endings)

Introduce:
Secure use of planning tools: Text map/ washing line/ 'Boxing-up' grid
Paragraphs to organise ideas around a theme
Logical organisation
Group related paragraphs
Develop use of a topic sentence
Link information within paragraphs with a range of connectives.
Use of bullet points, diagrams
Introduction
Middle section(s)
Ending
Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader
Appropriate choice of pronoun or noun across sentences to aid cohesion

Sentence Construction

Consolidate +
Introduce:

Standard English for verb inflections instead of local spoken forms

Long and short sentences:
Long sentences to enhance description or information
Short sentences to move events on quickly e.g. *It was midnight. It's great fun.*

Start with a simile e.g. *As curved as a ball, the moon shone brightly in the night sky.*
Like a wailing cat, the ambulance screamed down the road.

Secure use of simple/embellished simple sentences
Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)

Develop complex sentences: (Subordination)
Main and subordinate clauses with range of subordinating conjunctions.
-ed' clauses as starters e.g.
Frightened, Tom ran straight home to avoid being caught.
Exhausted, the Roman soldier collapsed at his post.

Expanded -ing' clauses as starters e.g.
Griming menacingly, he slipped the treasure into his rucksack.
Hopping speedily towards the pool, the frog dived underneath the leaves.
Drop in -ing' clause e.g. *Jane, laughing at the teacher, fell off her chair.*
The tornado, sweeping across the city, destroyed the houses.

Sentence of 3 for action e.g. *Sam rushed down the road, jumped on the bus and sank into his seat.*
The Romans enjoyed food, loved marching but hated the weather.

Repetition to persuade e.g. *Find us to find the fun*

Dialogue - verb + adverb - *"Hello," she whispered, shyly.*

Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition

Literature Spine

Stories:
Tom's Midnight Garden (Philippa Pearce)
Charlotte's Web (E B White)
The Butterfly Lion (Michael Morpurgo)
Long Way Home (Michael Morpurgo)
The Story of Adolphus Tips (Michael Morpurgo)
A Medal for Leroy (Michael Morpurgo)
Kensuke's Kingdom (Michael Morpurgo)
Private Peaceful (Michael Morpurgo)
Danny, the Champion of the World (Roald Dahl)
I was a Rat (Philip Pullman)
Spiderwick Chronicles (Tony DiTerlizzi & Holly Black)
Sheep-Pig (Dick King-Smith)
Suitcase Kid (Jacqueline Wilson)
Blitz (Vince Cross)
Raven Mysteries (Marcus Sedgwick)
Too Small to Fail (Morris Gleitzman)

Poems:

Statutory Genres

1. Fiction - narrative
2. Non-fiction - use organisational devices

Year 4 English Overview

Word Structure/Language

Consolidate +
Introduce

Prepositions
at underneath since towards beneath beyond

Conditionals - *could, should, would*

Comparative and superlative adjectives
e.g. *small...smaller...smallest*
good...better...best

Proper nouns-refers to a particular person or thing
e.g. *Monday, Jessica, October, England*

The grammatical difference between plural and possessive -s

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*)

Consolidate +
Introduce:

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 commas after fronted adverbials

Spelling (see also Appendix 1)

1. use further prefixes and suffixes and understand how to add them (English Appendix 1)
2. spell further homophones
3. spell words that are often misspelt (English Appendix 1)
4. place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
5. use the first two or three letters of a word to check its spelling in a dictionary
6. write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

