

Year 4 English Medium Term Plan

Spelling	Handwriting	Reading	Vocabulary, Grammar and Punctuation	Spoken Language	Composition
<p>Spell further homophones.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals, e.g. girls', boys' and in words with irregular plurals, e.g. children's.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Add the prefix mis-, auto-, inter-, il-</p> <p>Spell words ending in 'zhuh' spelt -sure.</p> <p>Spell words where the short 'u' sound is spelt 'ou'.</p> <p>Add the suffix -ly, -ion</p> <p>Write words with the 'ay' sound spelt 'eigh', 'ei', 'ey'.</p> <p>Spell words ending in -ous</p> <p>Write words where the 's' sound is spelt 'sc'.</p> <p>Write words ending in 'zhun' spelt -sion.</p> <p>Write words where the 'c' sound is spelt 'que' and the 'g' sound is spelt 'gue'.</p> <p>Add 'ir' to words beginning with 'r'.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p><u>Word Reading</u></p> <p>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.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><u>Comprehension</u></p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Use apostrophes to mark plural possession, e.g. the girl's name, the girls' names.</p> <p>Use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Understands the grammatical difference between plural and possessive -s.</p> <p>Use 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'.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the</p>	<p>Ask questions to clarify or develop understanding.</p> <p>Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>Understand the main point and the details in a discussion.</p> <p>Adapt language to the needs of the listener or audience.</p> <p>Know that language choices vary in different contexts.</p> <p>Present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</p> <p>Justify an answer by giving evidence.</p> <p>Use Standard English when it is required.</p> <p>Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</p>	<p>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.</p> <p>Plan their writing by discussing and recording ideas within a given structure.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Begin to use paragraphs as a way to group related material.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisation devices, e.g. headings and sub-headings</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.0%)</p> <p>Proof-read for spelling and punctuation errors.</p> <p>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>

punctuation taught so far.		<p>Recognise some different forms of poetry e.g. free verse, narrative poetry.</p> <p>Check that the text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure, and presentation contribute to meaning,</p> <p>Retrieve and record information from non-fiction.</p> <p>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.</p>	<p>teacher' expanded to 'the strict maths teacher with curly hair'.</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>		
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