

APS CURRICULUM- ENGLISH YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	4:1 – super, sub, int 4:2 – anti, non, auto 4:3 – pre, de, re 4:4 – in, imp, imm	4:5 – ing 4:6 – er, ed 4:7 – ous	4:8 – ous 4:9 – tion, cian 4:10 – sion, ssion 4:11 – ch sounding like k	4:12 – ch, as, sh, g, k 4:13 – sc sounding s 4:14 – a as ei, eigh, ey	4:15 – plural possession 4:16 – plural possession 4:17 – eep to ept	4:18 – ent to end 4:19 – long o 4:20 – long i
Reading – word reading	READ & SPELL COMMON EXCEPTION WORDS possession question sentence therefore though calendar	READ & SPELL COMMON EXCEPTION WORDS Eight/th Group Height Increase Medicine Natural	READ & SPELL COMMON EXCEPTION WORDS Earth Island Century Reign Recent Imagine	READ & SPELL COMMON EXCEPTION WORDS Purpose Remember Thought Probably Suppose	READ & SPELL COMMON EXCEPTION WORDS Guide Interest Ordinary Knowledge learn	READ & SPELL COMMON EXCEPTION WORDS Pressure Separate circle centre Occasionally
Reading Comprehension	INFORMATION RETRIEVAL Retrieve information from fiction or non-fiction and, with support, record this information. MAKING INFERENCES Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence. PREDICTION Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction. LITERARY LANGUAGE Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination. RANGE OF TEXTS	LITERAL COMPREHENSION With support, identify main ideas drawn from more than one paragraph. ACCURACY Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context. PERSONAL RESPONSE AND EVALUATION OF A TEXT Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. PERFORMANCE Use appropriate actions and gestures to convey the meaning of a poem or play script. VOCABULARY DEVELOPMENT	SEQUENCING Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose. INFORMATION RETRIEVAL Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way to record the information they have discovered. VOCABULARY DEVELOPMENT With prompting if necessary, use a dictionary to quickly check the meaning of a word that is unfamiliar to them.	LITERAL COMPREHENSION With support, concisely sum up main ideas drawn from more than one paragraph. INFORMATION RETRIEVAL Ask a question they would like to find the answers to in a fiction or non-fiction book. RANGE OF TEXTS Identify key themes and conventions in a range of books	LITERAL COMPREHENSION Discussing a book with others, ask questions to improve understanding of the text. SEQUENCING Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose. ACCURACY Check that text makes sense, discussing their understanding and explaining meaning of words in context. PREDICTION Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons. VOCABULARY DEVELOPMENT	LITERAL COMPREHENSION Identify main ideas drawn from more than one paragraph and summarise these. INFORMATION RETRIEVAL Retrieve and record information from fiction and non-fiction. MAKING INFERENCES Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence. PREDICTION Predict what might happen from what is stated and implied in a text. PERSONAL RESPONSE AND EVALUATION OF A TEXT Participate in discussion about books, taking turns and listening to what others say. PERFORMANCE

	Begin to recognise some themes and conventions in fairy stories and traditional tales.	Usually recognise, when reading, an unfamiliar word, and can use a dictionary to find the meaning of the word. TEXT STRUCTURE Recognise some different forms of poetry.			Use a dictionary to check the meaning of words they have read. RANGE OF TEXTS Read books that are structured in different ways and for a range of purposes. TEXT STRUCTURE Identify how language, structure and presentation contribute to meaning.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. LITERARY LANGUAGE Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination RANGE OF TEXTS Has increasing familiarity with a wide range of books, including fairy stories, myths, legends, fiction, poetry, plays, nonfiction and reference books and is able to retell stories and discuss texts. TEXT STRUCTURE Identify some of the ways in which fiction texts are structured, e.g. through use of chapters.
Writing I can orally rehearse my sentences before I write I can proof-read my work and edit for spelling, punctuation and grammar. I can suggest and make improvements to my own work and others' work.	Practice and develop fluency of joined script use the diagonal and horizontal strokes that are needed to join letters Understand which letters, when next to each other, are best left unjoined. Increase the legibility, consistency and quality of their handwriting. Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type.	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type. Organise writing in paragraphs with clear themes. Teach opening paragraphs with clear topic sentences that give the main idea of what you are writing about. I can use fronted adverbials to tell me when (later in the day, I went shopping	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type. Organise writing in paragraphs with clear themes. Teach opening paragraphs with clear topic sentences that give the main idea of what you are writing about. I can use fronted adverbials to tell me where I can use expanded noun phrases which include with (the strict teacher with curly hair)	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type. Organise writing in paragraphs with clear themes. Teach opening paragraphs with clear topic sentences that give the main idea of what you are writing about. I can use fronted adverbials to tell me how	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type. Organise writing in paragraphs with clear themes. Teach opening paragraphs with clear topic sentences that give the main idea of what you are writing about. I can use a range of fronted adverbials I can use effective expanded noun phrases in my writing	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type. Organise writing in paragraphs with clear themes. Teach opening paragraphs with clear topic sentences that give the main idea of what you are writing about.

	Organise writing in paragraphs with clear themes. Teach opening paragraphs with clear topic sentences that give the main idea of what you are writing about. I can make careful vocabulary choices I can write sentences with more than one clause	I can use expanded noun phrases I can use pronouns to avoid repetition across sentences.	I can use adverbs in dialogue “Come in ,” he suggested hesitantly.			
Punctuation	Use full stops, capital letters accurately to demarcate sentences I can use question marks accurately I can use a capital letter for names of people, places, the days of the week, and the personal pronoun “I”	I can use a range of sentences (statement, command, exclamation and questions) in my writing and punctuate them properly. I can use commas after fronted adverbials I can use apostrophes for contractions	I can use inverted commas and other punctuation (commas, question marks or question marks as is needed) to indicate direct speech. I can use commas after fronted adverbials I can use apostrophes for singular possession	I can use commas after fronted adverbials I can use apostrophes to mark plural possession	I can use inverted commas and other punctuation (commas, question marks or question marks as is needed) to indicate direct speech. I can use commas after fronted adverbials	I can use all taught punctuation A . ! ? “ ” , ‘ I can use apostrophes to mark plural possession

MORE ABLE WRITERS

WORDS/VOCABULARY

Use adverbs in dialogue: “Come in,” he suggested hesitantly.

Use of modal verbs: I might join you for dinner, I could have won if I had tried harder.

SENTENCE STRUCTURE

Vary sentence starters

- -ed: **Terrified**, Harry slunk into the inky shadows.
- Developing – ing starters: **Hobbling** painfully, the old man entered the open door. **Barking** furiously, the dog chased the flying frogs through the dark town.
- Simile: **Like a torpedo**, the whale swam through the ocean. **As tall as a skyscraper**, the giant faced the townspeople.
- Power of 3 to persuade: **Work. Rest. Play.**
- Power of 3 to show action and pace: **Fox raced across the plan**, entered the forest and headed for the safety of the cave.
- Vary sentence length.
- Use short sentences to speed up events: **The clock struck.**

TEXT STRUCTURE

Narrative:

- Well-organised in paragraphs which indicate a change in time or place.
- Use grammatical techniques to create suspense in the build-up to introduce the problem.

Non-narrative

- Information linked within paragraphs using connecting adverbs and other cohesive skills.

PUNCTUATION

- Secure comma in complex sentences and with fronted adverbials.
- Comma between direct speech and reporting clause: **“The door is open,” called Grandma.**