

Powick CE Primary School

Literacy Spine Year 4

Reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in NC English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

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
- Using dictionaries to check the meaning of words that they have read
- 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
- Recognising some different forms of poetry (for example, free verse, narrative poetry)

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
- 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

Writing

Pupils should be taught to produce writing for three key purposes: to entertain, to persuade and to inform.

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
- 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
- Proofreading increasing amounts of their own writing for spelling and punctuation errors, focusing on one aspect of writing at a time

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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Text Structure

Fiction

- Use different planning tools: e.g. story map / story mountain / 'Boxing-up' grid
- Use paragraphs to organise each part of story: to indicate a change in place, time or character (TiPToP paragraph reminder – Time, Person, Topic, Place)
- Deepen understanding of five parts to plot: opening; build-up; problem/dilemma; resolution; ending
- Plan openings using description, action and/or dialogue
- Develop suspense writing to create build-up and dilemma

Non-fiction

- Use different planning tools: e.g. text map / washing line / 'Boxing-up' grid / bullet points and notes
- Use paragraphs to organise ideas around a theme independently
- Develop use of a topic sentence
- Link information within paragraphs to create cohesion, with a range of conjunctions and adverbs
- Use of bullet points, diagrams and tables
- Appropriate choice of pronoun, noun or synonyms across sentences to aid cohesion and avoid repetition
- Use a variety of ways to open texts and make the purpose clear
- Express own opinions clearly and consistently maintain viewpoint
- Summary clear at the end to appeal directly to the reader

Punctuation

- Use full punctuation for direct speech
- Write each new speaker on a new line
- Use apostrophes to mark singular and plural possession (e.g. *the girl's name*, *the boys' boots*) as opposed to s to mark a plural
- Use a comma after fronted adverbials (e.g. *Later that day, I heard the bad news.*)
- Use a comma after a subordinate clause when it precedes a main clause

Handwriting

Pupils should be taught to do the following:

- 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
- Increase the legibility, consistency and quality of their handwriting [for example, 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]

Grammar

- Secure use of multi-clause sentences using coordinating conjunctions: and, or but, so, for, nor, yet (FANBOYS)
- Identify a main clause and subordinate clause, and know the difference between them
- Identify nouns, verbs, adjectives and adverbs in single- and multi-clause sentences
- Develop use of multi-clause sentences: main and subordinate clause(s) with a range of subordinating conjunctions including when, if, because, although
- Standard English for verb inflections instead of local spoken forms
- Vary sentence length: e.g. long sentences to enhance description or information; short sentences to move events on quickly
- Fronted adverbials: adverb starters to add detail used as a 'where', 'when' or 'how' starter
- Vary sentence openings: e.g. start with a simile; prepositional phrases to place the action; '-ed' clauses as starters; expanded '-ing' clauses as starters
- Begin to drop in a relative clause beginning with who, which, that, where, when, whose
- Identify and use a wider range of prepositions e.g. at, underneath, since, towards, beneath, beyond
- The grammatical difference between plural and possessive –s
- Expanding noun phrases by adding adjectives and preposition phrases
- Use determiners *a* or *an* accurately, according to whether the next word begins with a vowel

Spelling

- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell and use words from the Y3/4 statutory list
- Use 'Grow The Code' mat to support independent spelling
- Understand that the relationship between words can help with spelling e.g. medicine is related to medical so the /s/ sound is spelt as c

Use No Nonsense Spelling to teach the following objectives:

- The grammatical difference between plural and possessive –s
- The suffix –ation
- Words with endings sounding like //or/tʃə . / -sure,-ture
- Endings which sound like / ζən / -sion
- The suffix –ous
- Endings which sound like .n/,spelt .tion, .sion, .ssion, .cian
- 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)
- Possessive apostrophe with plural words
- Homophones and near-homophones i.e. other words that are often confused