



# Coundon Primary School

**T**ogether **E**veryone **A**chieves **M**ore



## **Curriculum Map of Key Skills Year 4**

### **English - These skills will be taught across lower KS2.**

Year 3 pupils would not typically reach the embedded stage during their Y3 year. All statements represent typical attainment at the end of Year 4.

#### **Word Reading**

- 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.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### **Comprehension**

**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].

**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.
- 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**

**These skills are taught across lower KS2. Year 3 pupils would not typically be secure in the statements below in their Y3 year. Statements are taken from lower key stage 2 and would be typically embedded by the end of Year 4.**

**Transcription – Handwriting**

- 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].

**Composition**

**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.

**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].

**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.
- Proof-read for spelling and punctuation errors.
- 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 and Punctuation**

These skills are taught across lower KS1. Year 3 pupils would not typically achieve the spelling statements during their Y3 year. Attainment of the embedded statements would be typical for Year 4 pupils in the summer of Year 4.

**Transcription – Spelling****Revision from Y1 and 2: pay attention to suffixes.**

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

## **Vocabulary, Grammar and Punctuation**

### **Word**

- Formation of nouns using a range of prefixes, such as super–, anti–, auto– ;
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel (eg, a rock, an open box);
- Word families based on common words, showing how words are related in form and meaning (eg, solve, solution, solver, dissolve, insoluble).

### **Sentence**

- Expressing time, place and cause using conjunctions (eg, when, before, after, while, so, because), adverbs (eg, then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of).

### **Paragraph**

- Introduction to inverted commas to punctuate direct speech.

### **Text**

- Introduction to paragraphs as a way to group related material.
- Headings and sub-headings to aid presentation.
- Use of the present perfect form of verbs instead of the simple past (eg, He has gone out to play contrasted with He went out to play).

### **Terminology for pupils**

- Use and understand the grammatical terminology used in year 4 accurately and appropriately when discussing their writing and reading (adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)).