

4	Whilst many of the objectives repeat in each term, chn should be giving progressively more complex texts to apply the objectives to.		
	Autumn	Spring	Summer
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p>Word Reading</p> <ul style="list-style-type: none"> - Try out different pronunciations to aid the decoding of unfamiliar, longer words - Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) - Continue to build a knowledge of unusual grapheme phoneme correspondences <p>Being a Reader</p> <ul style="list-style-type: none"> - Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Identify and remember common structural and language conventions in different text types - Read for a range of purposes - Know and recognise some forms of poetry - Prepare poems and playscripts to read aloud and perform, considering speed, volume and action <p>Reading Comprehension</p> <ul style="list-style-type: none"> - Ask questions to improve their understanding of a text - Empathise with characters and their situations - Answer questions giving evidence from the text in their response - Predict what may happen and explain using stated and implied detail from the text - Summarise a text using the key points - Use textual details and examples to support inferences and explanations about a text's meaning - Identify how the layout in book and screen-based texts aids the reader - Make connections between texts in terms of plot, similar characters, same author etc. 	<p>Word Reading</p> <ul style="list-style-type: none"> - Try out different pronunciations to aid the decoding of unfamiliar, longer words - Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) - Continue to build a knowledge of unusual grapheme phoneme correspondences <p>Being a Reader</p> <ul style="list-style-type: none"> - Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Identify and remember common structural and language conventions in different text types - Read for a range of purposes - Retell myths and legends focusing on the themes <p>Reading Comprehension</p> <ul style="list-style-type: none"> - Ask questions to improve their understanding of a text - Empathise with characters and their situations - Answer questions giving evidence from the text in their response - Predict what may happen and explain using stated and implied detail from the text - Summarise a text using the key points - Use textual details and examples to support inferences and explanations about a text's meaning - Identify how the layout in book and screen-based texts aids the reader 	<p>Word Reading</p> <ul style="list-style-type: none"> - Try out different pronunciations to aid the decoding of unfamiliar, longer words - Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) - Continue to build a knowledge of unusual grapheme phoneme correspondences <p>Being a Reader</p> <ul style="list-style-type: none"> - Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Identify and remember common structural and language conventions in different text types - Read for a range of purposes - Know and recognise some forms of poetry - Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis <p>Reading Comprehension</p> <ul style="list-style-type: none"> - Ask questions to improve their understanding of a text - Empathise with characters and their situations - Answer questions giving evidence from the text in their response - Predict what may happen and explain using stated and implied detail from the text - Summarise a text using the key points - Use textual details and examples to support inferences and explanations about a text's meaning

	<ul style="list-style-type: none">- Discuss language which has captured their interest- Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text	<ul style="list-style-type: none">- <i>Make connections between texts in terms of plot, similar characters, same author etc.</i>- Select and discuss effective words and phrases e.g. figurative language- Recognise the viewpoint of the author	<ul style="list-style-type: none">- <i>Identify instances where structure and layout contribute to meaning</i>- <i>Make connections between texts in terms of plot, similar characters, same author etc.</i>- Engage in a discussion on an author's use of language- Distinguish between fact and opinion when discussing viewpoint
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4	Writing: Many writing tasks link to History and Geography. Writing should link to writing for a purpose document. Writing <u>could</u> link to Cornerstone topic or Class novel.		
	Autumn	Spring	Summer
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Generate ideas for their writing - Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied - Create writing which is organised, imaginative and clear - Evaluate the work of others and suggest improvements - Evaluate their work effectively and make improvements based on this - Proof-read for spelling, grammar and punctuation errors - Change vocabulary and grammar for consistency and impact - Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary - Use exciting and interesting vocabulary appropriate to the text type - Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear - Improve their writing style by adding new techniques to their repertoire (see End of Year expectation) - Use paragraphs to organise ideas around a theme - Use stanzas to structure content in poems <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing 	<p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Generate ideas for their writing - Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied - Create writing which is organised, imaginative and clear - Evaluate the work of others and suggest improvements - Evaluate their work effectively and make improvements based on this - Proof-read for spelling, grammar and punctuation errors - Change vocabulary and grammar for consistency and impact - Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary - Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes - Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear - Improve their writing style by adding new techniques to their repertoire see End of Year expectation) - Write in the style of an author or poet who has been studied - Write a satisfying ending <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing 	<p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Evaluate the work of others and suggest improvements - Evaluate their work effectively and make improvements based on this - Proof-read for spelling, grammar and punctuation errors - Change vocabulary and grammar for consistency and impact - Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary - Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear - Improve their writing style by adding new techniques to their repertoire see End of Year expectation) - Engage the reader fully at points - Link ideas within a paragraph or section - Communicate feelings, emotions and opinions - Take a viewpoint in a piece of writing - Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied - Make the form of writing consistently clear, relevant and organised - Experiment with layout when writing poems <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing

	<ul style="list-style-type: none"> - Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's - Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition) - Use conjunctions for cohesion across a text - Identify determiners - Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) - Use inverted commas and other speech punctuation appropriately 	<ul style="list-style-type: none"> - Use adverbs to express frequency e.g. often and manner e.g. loudly - Identify and recognise adverbial phrases and clauses - Use fronted adverbials - Use commas to mark off fronted adverbials - Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was - Fully understand the difference between plural and possessive s - Use apostrophes to show plural possession e.g. The boys' house 	<ul style="list-style-type: none"> - Know what a subordinate clause is - Use a wider range of conjunctions to extend sentences including when, if, because, although - Know what a complex sentence is - Write complex sentences - Use commas for marking off subordinate clauses
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Year 4 Writing End of Year Checklist	
Generate ideas, draft, redraft and edit written work effectively.	punctuate direct speech correctly
Fronted adverbials followed by a comma.	spell further homophones
Possessive apostrophe for single and plural nouns.	spell words that are commonly misspelt
Standard English verb inflections (we were/we was)	spell most of the Year 4 words correctly
Wider range of subordinating conjunctions (as, although, since, while	Joined handwriting
extended noun phrases	
extended noun phrases with prepositions	

4	Spelling		
	Autumn	Spring	Summer
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Words to be learnt each term in addition to spelling rules taught		
Autumn	Spring	Summer
describe	exercise	accident (ally)
different	experience	actual (ly)
difficult	experiment	believe
February	extreme	bicycle
library	favourite	busy
naughty	mention	business
opposite	occasion (ally)	calendar
ordinary	position	continue
perhaps	possess (ion)	eight
popular	possible	eighth
probably	potatoes	knowledge
regular	pressure	material
suppose	promise	medicine
surprise	purpose	natural
various	quarter	particular
	sentence	peculiar
	therefore	separate
		special
		straight
		weight