

English: Year 4 Autumn 1 Text: *Tar Beach*

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

Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Vocabulary, Grammar & Punctuation

- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Introduction to paragraphs as a way to group related material
- Introduction to inverted commas to punctuate direct speech
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
- Use of commas after fronted adverbials

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- Reading books that are structured in different ways and reading for a range of purposes
- Identifying themes and conventions in a wide range of books

Understand what they read, in books they can read independently, by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identifying main ideas drawn from more than one paragraph and summarising these
- 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 (Composition)

Plan 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

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

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Reading 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

Week	Word list words	Adding suffixes beginning with vowel letters to polysyllabic words	The /l/ sound spelt y elsewhere than at the end of a word	The /r/ sound spelt ou	More prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-)	The suffix -ation	The suffix -ty	Words with endings sounding like /sə/ or /tɪp/	Endings which sound like /zən/	The suffix -ous	Endings which sound like /jan/, spelt -tion, -sion, -cian	Words with the /k/ sound spelt ch (Greek in origin)	Words with the // sound spelt ch (mostly French in origin)	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que	Words with the /s/ sound spelt se (Latin in origin)	Words with the /eɪ/ sound spelt ei, eigh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
1	✓																	
2																		
3																✓		

Word list coverage

address
circle
fruit
library
possess(ion)
through
dessert
quarter
woman

English: Year 4 Autumn 1 Text: *Varmints*

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

Writing Transcription (Spelling and Handwriting)

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Vocabulary, Grammar & Punctuation

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of paragraphs to organise ideas around a theme
- Use of commas to clarify meaning or avoid ambiguity
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using fronted adverbials

Reading 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
- Using dictionaries to check the meaning of words that they have read
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination

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
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Retrieve and record information from non-fiction

Writing (Composition)

Plan 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

Draft and write by:

- In non-narrative material, using simple organisational devices
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot

Evaluate and edit by:

- Proposing changes to grammar and vocabulary to improve consistency

Week	Word list words	Adding suffixes beginning with vowel letters to polysyllabic words	The /f/sound spelt y elsewhere than at the end of a word	The /z/ sound spelt ou	More prefixes (dis-, mis-, in-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-)	The suffix -ation	The suffix -ly	Words with endings sounding like /sə/ or /tə/	Endings which sound like /sən/	The suffix -ous	Endings which sound like /ən/, spelt -tion, -sion, -cian	Words with the /k/ sound spelt ch (Greek in origin)	Words with the /j/ sound spelt ch (mostly French in origin)	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que	Words with the /s/ sound spelt sc (Latin in origin)	Words with the /ei/ sound spelt ei, eigh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
1	✓																	
2								✓										
3						✓												

Word list coverage

decide
guide
important
learn
natural
notice
possible
group