

English: Year 4 Autumn 2 Text: *FaRtHER*

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)

- Spell further homophones

Vocabulary, Grammar & Punctuation

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Introduction to paragraphs as a way to group related material
- Use of paragraphs to organise ideas around a theme
- Using the present perfect form of verbs in contrast to the past tense
- Indicate grammatical and other features by:
- Using commas after fronted adverbials

Reading Comprehension

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

- 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
- Discussing words and phrases that capture the reader's interest and imagination

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

- Asking questions to improve their understanding of a text
- Participating 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
- Discussing and recording ideas

Draft and write by:

- In narratives, creating settings, characters and plot
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Evaluate and edit by:

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

Week	Objective	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 /n/ sound spelt ou	More prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-)	The suffix -ation	The suffix -ly	Words with endings sounding like /ʒə/ or /tʃə/	Endings which sound like /ʒən/	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 /ʃ/ 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 /eɪ/ sound spelt ei, eigh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
1		✓																	
2												✓							
3						✓													

Word list coverage

complete
disappear
experiment
increase
learn
often
promise
regular
thought
different

English: Year 4 Autumn 2 Text: *Until I Met Dudley*

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)

- 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

Vocabulary, Grammar & Punctuation

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Learning the grammar for years 3 and 4 in English Appendix 2
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

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
- Discussing words and phrases that capture the reader's interest and imagination

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

- Asking questions to improve their understanding of a text
- 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

Writing (Composition)

- 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
- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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

Week	Objective	Word list words	Adding suffixes beginning with vowel letters to polysyllabic words	The /t/ sound spelt y elsewhere than at the end of a word	The /d/ sound spelt ou	More prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-)	The suffix -ation	The suffix -ly	Words with endings sounding like /səl/ or /həl/	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 /f/ 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 /eɪ/ sound spelt ei, eigh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
1		✓																	
2			✓																

Word list coverage

answer
 bicycle
 centre
 guide
 knowledge
 learn
 questions
 suppose
 therefore
 minute