

## English: Year 4 Spring 2 Text: *Odd & The Frost Giants*

### 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 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 & Punctuation

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- 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]
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- 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)

### 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

### Writing (Composition)

#### Write sentences by:

- 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
- Organising paragraphs around a theme

#### Evaluate and edit by:

- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

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 /v/ 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 /j/ sound spelt ch (mostly French in origin)	Words ending with the /g/ sound spelt -que 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

believe  
breath  
famous  
naughty  
reigns  
strength  
special  
surprises  
favourite  
considered

## English: Year 4 Spring 2 Text: *The Matchbox Diary*

**Coverage from National Curriculum 2014:** Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

### 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)

- Spell further homophones
- Spell words that are often misspelt (English Appendix 1)
- 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 & Punctuation

#### Develop their understanding of the concepts set out in English Appendix 2 by:

- 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

#### Indicate grammatical and other features by:

- Using commas after fronted adverbials
- Using and punctuating direct speech
- 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:

- 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
- 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 - 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 (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 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

Week	Objective	Word list words	Adding suffixes beginning with vowel letters to polysyllabic words	The /l/ sound spelt ly elsewhere than at the end of a word	The /v/ 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 /tʃə/	Endings which sound like /ʒən/	The suffix -ous	Endings which sound like /ʃən/, spelt -tion, -sion, -ation, -clan	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 /ʒ/ sound spelt -gue and the /k/ sound spelt -que	Words with the /k/ sound spelt sc (Latin in origin)	Words with the /v/ sound spelt ei, eigh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
1		✓																	
2													✓	✓					
3										✓									

### Word list coverage

difficult  
potatoes  
busy  
business  
heart  
minute  
remember  
experience  
imagine  
special