

English: Year 4 Spring 1 Text: *Winter's Child*

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

Vocabulary, Grammar & Punctuation

- 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.]
- Use of paragraphs to organise ideas around a theme
- Use of inverted commas and other punctuation to indicate direct speech

Reading Comprehension

- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- 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
- Discussing words and phrases that capture the reader's interest and imagination
- Recognising some different forms of poetry [for example, free verse, narrative poetry]
- 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 how language, structure, and presentation contribute to meaning
- 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)

- 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
- 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
- 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 /i/ 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 (Creek 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 /p/ sound spelt ei, eigh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
1			✓																
2		✓													✓				

Word list coverage

disappear
early
earth
enough
February

English: Year 4 Spring 1 Text: *The Selfish Giant*

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)

- Use further prefixes and suffixes and understand how to add them -tion and -ness suffixes (English Appendix 1)

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]
- 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.*]
- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use of inverted commas and other punctuation to indicate direct speech
- Use of commas after fronted adverbials
- Introduction to inverted commas to punctuate direct speech

Reading Comprehension

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- 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
- Discussing words and phrases that capture the reader's interest and imagination

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
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these

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

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

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

Week	Objective	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 /səl/ or /tʃəl/	Endings which sound like /ʒən/	The suffix -ous	Endings which sound like /ʃən/, 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 -que and the /k/ sound spelt -que	Words with the /s/ sound spelt sc (Latin in origin)	Words with the /s/ sound spelt ei, eigh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
1		✓																	
2						✓													
3																	✓		

Word list coverage

earth
believe
build
actual(ly)
occasion(ally)
particular
perhaps
though/
although
separate
eight