

**English:** Year 4 Summer 1 Text: *Weslandia*

## 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 (-ous and -ation)
- Use the first two or three letters of a word to check its spelling in a dictionary

## 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 [e.g. 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
- 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 commas after fronted adverbials

## Reading Comprehension

- 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
- 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
- Retrieving and record information from non-fiction

### 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:**

- 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

Week	Objective
1	Word list words
2	Adding suffixes beginning with vowel letters to polysyllabic words
3	The //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 /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 /ʒ/ sound spelt -gue and the /k/ sound spelt -que
	Words with the /s/ sound spelt sc (Latin in origin)
	Words with the /ə/ sound spelt e <sub>l</sub> , eigh, or ey
	Possessive apostrophe with plural words
	Homophones and near-homophones

## Word list coverage

centuries  
guide  
history  
learn  
material  
reign  
believe  
different  
interest  
popular  
exercise  
opposite  
position

## English: Year 4 Summer 1 Text: *Shackleton's Journey*

### 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]
- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
- 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 commas after fronted adverbials
- Introduction to inverted commas to punctuate direct speech

### 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
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

#### 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
- Retrieving and recording 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
- Discussing and recording ideas

#### Draft and write by:

- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices

#### Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proof-reading for spelling and punctuation errors

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-, in-, 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 /ʒən/, 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 /e/ sound spelt ei, eigh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
1		✓																	
2						✓													
3											✓								

### Word list coverage

arrive  
caught  
imagine  
island  
medicine  
accident(ally)  
calendar  
earth  
extreme  
famous  
sentence  
mention