



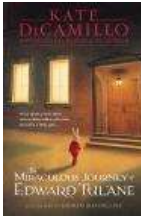

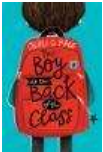






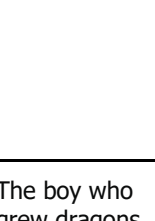

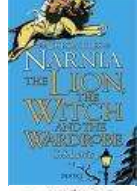
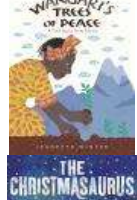
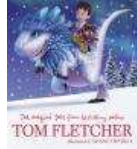


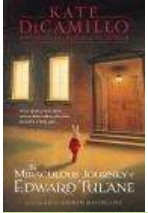






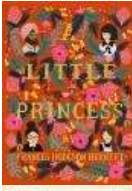



Hayes Primary School
Year 4 English Curriculum 2022-2023

Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core English texts		 				
Non text based	 Stranded- picture stimulus from Pobble.					
Genre and plot structure	Fantasy Fiction Picture	Picture book Narrative nonfiction	Adventure Fiction	Classic fiction	Science Fiction	Fiction with contemporary link
Extended writing outcomes	-Setting description -Diary entry -Story innovation -Non chronological report	-Setting description -Recount -poem - Newspaper report	-character description -Non chronological report -Recount -Newspaper report	-Fairytale - Non chronological report - Letter	-Setting description -Recount -Story innovation - Non chronological report	-Diary entry - Letter of advice - Newspaper report - Brochure
Vocab, grammar and punctuation focus	Embedding skills: -Using determiners -Clauses -Subordinating and coordinating conjunctions -Adverbs	Embedding skills: -speech punctuation - conjunctions -paragraphs New learning:	Embedding skills: -Conjunctions -Fronted adverbials - Paragraphs - Features of recount and	Embedding skills: -Speech punctuation -Conjunctions -Fronted adverbials - Apostrophes for possession	Embedding skills: -Grammatical features of a recount, story innovation and nonfiction text -Conjunctions	Embedding skills: -Grammatical features of a diary entry and newspaper report. -Speech punctuation

	-Paragraphs New learning: -Grammatical features of a diary entry and story innovation. -Tenses -Introduction to speech punctuation	-Grammatical features of a recount and newspaper report. -Paragraphs organised around a theme -Fronted adverbials	newspaper report New learning: -Apostrophes for possession -Speech punctuation (including changing position of reporting clause)	-Paragraphs New learning: -Grammatical features of a nonfiction text, fairytale and letter -Noun phrases with prepositions - Varied sentence structure to create interest -Headings and subheadings	-Fronted adverbials - Noun phrases with prepositions - Apostrophes for possession -Paragraphs New learning: -Suffixes -Speech -Conjunctions (including changing position of subordinating clause)	-Conjunctions Fronted adverbials -Noun phrases with prepositions -Apostrophes for possession. -Paragraphs New learning: -Features of letter of advice -Vocabulary choice (formal and informal) -Pronoun and noun cohesion
Spelling focus	-short i spelled y -caret sound spelled ou -k and ch sound spelled ch -g spelling gue and k spelled que -s sound spelled sc -ay sound spelled ei, eigh or ey	-words containing ough -Spelling rule double s,f,l,z,k - Spelling rule tch - Spelling rule s, es - Spelling rule split digraph - Spelling rule ee spelt y	- Spelling rule oy, oi - Spelling ed suffix - Spelling rule er, est suffix -Spelling rule ing suffix -Spelling rule j ending -Spelling rule ll ending	-Contractions -Spelling rule suffixes after a y -less, ment, ful, ness suffixes -ly suffix - Spelling rule tion, sion - Spelling rule prefixes	- Spelling rule sure, ture - Spelling rule ous, ious -Vowel suffixes cian, ssion - Spelling rule cial, tial - Spelling rule able, ible, ably, ibly	-Spelling rule cious, tious -Spelling rule ant, ent, ancy, ency -Vowel suffixes -Spelling rule ei or ie -Hyphens -Silent letters
Handwriting	Pupils should be taught to: <ul style="list-style-type: none"> ● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 					
Composition	Pupils should be taught to: <ul style="list-style-type: none"> ● plan their writing by: 					

	<ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ● evaluate and edit by: <ul style="list-style-type: none"> ○ 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 ● proofread for spelling and punctuation errors ● read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
--	---

Reading						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class reading texts	 	  	  	  	  	  

	   	   		   	   	   
	<p>The boy who grew dragons (fiction)</p> <p>How to train your dragon (fiction)</p> <p>Swallows and amazons (classic fiction)</p> <p>How to take care of your bearded dragon (nonfiction)</p> <p>Jane Goodall (nonfiction)</p>	<p>The Fieldmouse (poem)</p> <p>The Star (Classic poem)</p> <p>A real virtual world (Sci fi fiction)</p> <p>Vikings (nonfiction)</p> <p>Lion Witch and the Wardrobe (classic fiction)</p> <p>Wangari's trees of peace (narrative nonfiction)</p> <p>Christmasaurus (modern fiction)</p>	<p>Pugs of the Frozen North (Adventure fiction)</p> <p>The Secret Garden (classic fiction)</p> <p>Teeth (nonfiction)</p> <p>Heidi (Classic fiction)</p>	<p>Snowball and Ebony- The book of the cat (classic fiction)</p> <p>Extreme weather (nonfiction)</p> <p>Sir David Attenborough (nonfiction)</p> <p>Mary Poppins (classic fiction)</p> <p>Edward Tulane (fiction)</p> <p>Easter (nonfiction)</p>	<p>The Wild Robot (science fiction)</p> <p>Little Red Cap- The Brothers Grimm (classic fiction)</p> <p>South America (nonfiction)</p> <p>All About Spring (non fiction)</p> <p>It couldn't be done (poem)</p> <p>David Walliams (non fiction)</p>	<p>The boy at the back of the class (Diverse fiction)</p> <p>Neil Armstrong (nonfiction)</p> <p>Foreign Lands- A child's garden of verses (classic poetry)</p> <p>A Little Princess (classic fiction)</p> <p>What is pink? (poetry)</p> <p>Wimbledon (Nonfiction)</p> <p>The Greatest Showman (video)</p>

Word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 					
Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ 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 ○ identifying themes and conventions in a wide range of books ○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ○ discussing words and phrases that capture the reader's interest and imagination ○ recognising some different forms of poetry [for example, free verse, narrative poetry] ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ○ 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 1 paragraph and summarising these ○ identifying how language, structure, and presentation contribute to meaning ● 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 					

