

Pickhurst - Year 4 English Curriculum Map

YEAR 4 Autumn 1 The King Who Banned the Dark 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	To enjoy a story and discuss its meanings Develop positive attitudes to reading by listening to and discussing a wide range of fiction	To explore narrative plot, settings, characters and draw inferences to aid understanding Draw inferences and justify inferences with evidence	To empathise with characters and explore their dilemmas Identify themes and conventions	To write recounts in role, based on fictional experiences Identify how language and structure contribute to meaning	To write newspaper reports based on the narrative Ask questions to improve understanding of the text	To compose a narrative written from another character's point of view Increase familiarity with a range of books
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: Discussing vocabulary used to capture readers' interest and imagination. Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.	Inference focus: Children can infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text	Prediction focus: Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.	Explain focus: identifying how language, structure and presentation contribute to meaning Children beginning to recognize the author's use of language affects the readers understanding of character, setting, and mood. They can identify changes in mood across a text. Children can the recognise structure and purpose and explain why a text is arranged in a particular way.	Retrieval focus: Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Summary focus: Children are able to write a brief summary of main points, identifying and using important information.
Speaking and Listening	Maintain attention and participate actively in collaborative conversations, responding to comments Ask relevant questions to extend their understanding and build vocabulary and knowledge	Listen and respond appropriately to adults and peers Articulate and justify answers and opinions	Use spoken language to develop understanding through speculating, imagining and exploring ideas	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Consider and evaluate different viewpoints, attending to the contributions of others	Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama

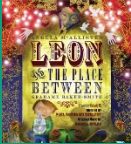
Pickhurst - Year 4 English Curriculum Map

YEAR 4 Autumn 1 The King Who Banned the Dark 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	Use previous taught punctuation in Year 3 correctly including: full stops, capital letters exclamation marks, question marks, apostrophes, direct speech	Use fronted adverbials to build complex sentence structures	Express time, place and cause using conjunctions, adverbs and prepositions	To use different forms of verb tenses (including present and perfect tense)	Using pronouns to avoid repetition + Determiners to clarify meaning	Review of building complex sentences with correct punctuation
Spelling Focus:	Words with /aw/ spelt with 'augh' and 'au'.	Adding the prefix 'in-' (meaning 'not or into')	Adding the prefix 'im-' (before a root word starting with m or p)	Adding the prefix 'il-' (before a root word starting with l) and prefix 'ir-' (before a root word starting with r)	Homophones and near homophones.	Words with /shun/ endings spelt with '-sion' (if root word ends in se de or d)
Writing Outcomes	Character description	Setting descriptions	Persuasive writing	Letter writing (formal)	Writing narrative adaptation of the story (plan and begin writing)	Writing narrative adaptation of the story (re-draft, edit and

Writing Objectives: (Transcription / Composition)

- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar
- Plan writing by discussing and recording ideas
- Draft and write by composing and rehearsing sentences orally
- Draft and write by organising paragraphs around a theme
- In non-narrative use simple organisational devices
- In narratives, create settings, characters and plot
- Write for different purposes including about fictional personal experiences
- Assess the effectiveness of their own and others' writing and suggest improvements
- Proof-read for spelling and punctuation errors

Pickhurst - Year 4 English Curriculum Map

YEAR 4 Autumn 2 Leon and the Place Between 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	To explore, interpret and respond to illustrations in a picture book To enjoy a story and discuss its meanings	Draw inferences and justify inferences with evidence Identify themes and conventions	Show understanding through intonation, tone, volume and action / Prepare play scripts to read aloud	To build an imaginative picture of a fantasy world, based on real life experiences Identify how language and structure contribute to meaning	To explore these through role play and through writing in role Ask questions to improve understanding of the text	To write own stories based on the story read from another character's point of view Increase familiarity with a range of books
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: Discussing vocabulary used to capture readers' interest and imagination. Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.	Inference focus: Children can infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text	Prediction focus: Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.	Explain focus: identifying how language, structure and presentation contribute to meaning Children beginning to recognize the author's use of language affects the readers understanding of character, setting, and mood. They can identify changes in mood across a text. Children can the recognise structure and purpose and explain why a text is arranged in a particular way.	Retrieval focus: Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Summary focus: Children are able to write a brief summary of main points, identifying and using important information.
Speaking and Listening	Maintain attention and participate actively in collaborative conversations, responding to comments Ask relevant questions to extend their understanding and build vocabulary and knowledge	Listen and respond appropriately to adults and peers Articulate and justify answers and opinions	Use spoken language to develop understanding through speculating, imagining and exploring ideas	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Consider and evaluate different viewpoints, attending to the contributions of others	Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama

Pickhurst - Year 4 English Curriculum Map

YEAR 4 Autumn 2 Leon and the Place Between 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	To punctuate direct speech correctly	To use direct speech to show information about a character's personality Use prepositions	To use relative clauses to add additional information	To punctuate clause structures correctly (including adverbials and relative clauses)	Review building complex sentence structures	Alternating sentence structures with conjunctions / prepositions in different positions within the sentence
Spelling Focus:	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Statutory Spellings Challenge Words
Writing Outcomes	Character description	Setting descriptions	Persuasive writing	Letter writing (formal)	Writing narrative adaptation of the story (plan and begin writing)	Writing narrative adaptation of the story (re-draft, edit and

Writing Objectives: (Transcription / Composition)

- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar
- Draft and write by composing and rehearsing sentences orally
- In narrative create settings, characters and plot
- Develop creative and imaginative writing by adopting, creating and sustaining a range of roles

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YEAR 4 Spring 1 The Iron Man 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	Develop positive attitudes to reading by listening to and discussing a wide range of fiction To enjoy a story and discuss its meanings To broaden understanding of writers' use of language and build a varied vocabulary	To explore narrative plot, settings, characters and draw inferences to aid understanding To write newspaper reports based on the narrative	Ask questions to improve understanding of the text To write non-fiction texts based on fictional experiences	Identify themes and conventions Identify how language and structure contribute to meaning	To build an imaginative picture of a fantasy world, based on real life experiences	To write own stories based on the story read from another character's point of view Increase familiarity with a range of books
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: Discussing vocabulary used to capture readers' interest and imagination. Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.	Inference focus: Children can infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text	Prediction focus: Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.	Explain focus: identifying how language, structure and presentation contribute to meaning Children beginning to recognize the author's use of language affects the readers understanding of character, setting, and mood. They can identify changes in mood across a text. Children can recognise structure and purpose and explain why a text is arranged in a particular way.	Retrieval focus: Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Summary focus: Children are able to write a brief summary of main points, identifying and using important information.
Speaking and Listening	Maintain attention and participate actively in collaborative conversations, responding to comments Ask relevant questions to extend their understanding and build vocabulary and knowledge	Listen and respond appropriately to adults and peers Articulate and justify answers and opinions	Use spoken language to develop understanding through speculating, imagining and exploring ideas	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Consider and evaluate different viewpoints, attending to the contributions of others	Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama

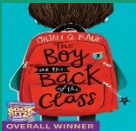
Pickhurst - Year 4 English Curriculum Map

YEAR 4 Spring 1 The Iron Man 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	Apostrophes to indicate possession	To organise ideas into headings and subheadings	Linking ideas across paragraphs (firstly/after that)	Linking ideas across paragraphs (firstly/after that)	Describe people, place and setting	Apply knowledge of complex sentence structures
Spelling Focus:	Homophones & Near Homophones	Nouns ending in the suffix -ation	Nouns ending in the suffix -ation	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Plural Possessive Apostrophes with plural words	Homophones & Near Homophones
Writing Outcomes	Character description	Newspaper Report	Instructions (explanation text)	Letter writing (informal)	Writing narrative in role	Writing narrative in role

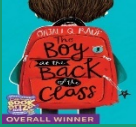
Writing Objectives: (Transcription / Composition)

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- Draft and write by composing and rehearsing sentences orally
- Draft and write by organising paragraphs around a theme
- In non-narrative use simple organisational devices
- Write for different purposes including about fictional personal experiences
- Assess the effectiveness of their own and others' writing and suggest improvements
- Proof-read for spelling and punctuation errors

Pickhurst - Year 4 English Curriculum Map

YEAR 4 Spring 2 - The Boy at the Back of the Class 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	Develop positive attitudes to reading by listening to and discussing a wide range of fiction To enjoy a story and discuss its meanings To broaden understanding of writers' use of language and build a varied vocabulary	To develop an insight and appreciation of the challenges of refugee experiences. Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text	Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning Predict what might happen from details stated and implied. To support the understanding of empathy and develop empathy skills.	Identify how language and structure contribute to meaning Identify themes and conventions and compare these across books they have read	To explore the concept of the entitlement of fundamental human rights and freedoms for all.	To write own stories based on the story read from another character's point of view Increase familiarity with a range of books To explore the concept of the entitlement of fundamental human rights and freedoms for all.
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: Discussing vocabulary used to capture readers' interest and imagination. Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.	Inference focus: Children can infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text	Prediction focus: Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.	Explain focus: identifying how language, structure and presentation contribute to meaning Children beginning to recognize the author's use of language affects the readers understanding of character, setting, and mood. They can identify changes in mood across a text. Children can the recognise structure and purpose and explain why a text is arranged in a particular way.	Retrieval focus: Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Summary focus: Children are able to write a brief summary of main points, identifying and using important information.
Speaking and Listening	Maintain attention and participate actively in collaborative conversations, responding to comments Ask relevant questions to extend their understanding and build vocabulary and knowledge	Listen and respond appropriately to adults and peers Articulate and justify answers and opinions	Use spoken language to develop understanding through speculating, imagining and exploring ideas	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Consider and evaluate different viewpoints, attending to the contributions of others	Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama

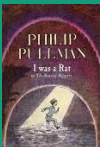
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YEAR 4 Spring 2 - The Boy at the Back of the Class 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	Suffixes Prepositional phrases	Review: types of tense (including perfect and progressive) Time connectives	Language to engage reader: modal verbs	Language for effect (noun phrases)	Direct and reported speech	To organise ideas into headings and subheadings
Spelling Focus:	Words with the /s/ sound spelt with 'sc'	Words with a 'soft c' spelt with 'ce'	Words with a 'soft c' spelt with 'ci'	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory Spellings Challenge Words
Writing Outcomes	Setting description	Recount / Personal Profile	Persuasive writing (advert)	Poetry	Newspaper Reports / Pamphlet	Newspaper Reports

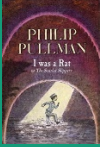
Writing Objectives: (Transcription / Composition)

- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar
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- Draft and write by composing and rehearsing sentences orally
- Draft and write by organising paragraphs around a theme
- In non-narrative use simple organisational devices
- Write for different purposes including about fictional personal experiences
- Assess the effectiveness of their own and others' writing and suggest improvements
- Proof-read for spelling and punctuation errors

Pickhurst - Year 4 English Curriculum Map

YEAR 4 Summer 1 – I Was a Rat 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	Develop positive attitudes to reading by listening to and discussing a wide range of fiction To enjoy a story and discuss its meanings To broaden understanding of writers' use of language and build a varied vocabulary	Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text	Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning Predict what might happen from details stated and implied. To write in role in order to explore and develop empathy for characters.	Identify how language and structure contribute to meaning	Identify themes and conventions and compare these across books they have read	To write own stories based on the story read from another character's point of view Increase familiarity with a range of books
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: Discussing vocabulary used to capture readers' interest and imagination. Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.	Inference focus: Children can infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text	Prediction focus: Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.	Explain focus: identifying how language, structure and presentation contribute to meaning Children beginning to recognize the author's use of language affects the readers understanding of character, setting, and mood. They can identify changes in mood across a text. Children can recognise structure and purpose and explain why a text is arranged in a particular way.	Retrieval focus: Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Summary focus: Children are able to write a brief summary of main points, identifying and using important information.
Speaking and Listening	Maintain attention and participate actively in collaborative conversations, responding to comments Ask relevant questions to extend their understanding and build vocabulary and knowledge	Listen and respond appropriately to adults and peers Articulate and justify answers and opinions	Use spoken language to develop understanding through speculating, imagining and exploring ideas	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Consider and evaluate different viewpoints, attending to the contributions of others	Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama

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YEAR 4 Summer 1 – I Was a Rat 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	Fronted adverbials (time, place, manner and frequency)	Introduce punctuation techniques (colons, brackets) review sentence types: question / exclamation marks	Review: conjunctions to build multi-clausal sentence structures	Descriptive devices to engage a reader including figurative language,	Organising ideas around a theme Building character description	Using and apply understanding of character description and varying sentences
Spelling Focus:	Adding the prefix inter- (meaning 'between' or 'among')	Adding the prefix anti- (meaning 'against')	Adding the prefix auto- (meaning 'self' or 'own')	Adding the prefix ex- (meaning 'out')	Adding the prefix non- (meaning 'not')	Words ending in -ar/ -er
Writing Outcomes	Diary Entry / Character profiling	Play scripts	Writing in role as a character	Persuasive letter (formal)	Writing narrative adaptation of the story (plan and begin writing)	Writing narrative adaptation of the story (re-draft, edit and publish)

Writing Objectives: (Transcription / Composition)

- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar
- Plan writing by discussing and recording ideas
- Draft and write by composing and rehearsing sentences orally
- Draft and write by organising paragraphs around a theme
- In non-narrative use simple organisational devices
- Write for different purposes including about fictional personal experiences
- Assess the effectiveness of their own and others' writing and suggest improvements
- Proof-read for spelling and punctuation errors

Pickhurst - Year 4 English Curriculum Map

YEAR 4 Summer 2 – Varjak Paw 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Intention: Linked to Learning Aims for English	Develop positive attitudes to reading by listening to and discussing a wide range of fiction To broaden understanding of writers' use of language and build a varied vocabulary To write recounts in role, based on fictional experiences	To develop an insight and appreciation of the challenges of refugee experiences. Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text	Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning Predict what might happen from details stated and implied.	Identify how language and structure contribute to meaning To enjoy a story and discuss its meanings	Identify themes and conventions and compare these across books they have read To compose a narrative written from another character's point of view	To write own stories based on the story read from another character's point of view To compose a narrative written from another character's point of view
Taught Reading Skill Children will understand what they've read by:	Vocabulary focus: Discussing vocabulary used to capture readers' interest and imagination. Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.	Inference focus: Children can infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text	Prediction focus: Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.	Explain focus: identifying how language, structure and presentation contribute to meaning Children beginning to recognize the author's use of language affects the readers understanding of character, setting, and mood. They can identify changes in mood across a text. Children can the recognise structure and purpose and explain why a text is arranged in a particular way.	Retrieval focus: Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Summary focus: identifying main ideas drawn from more than 1 paragraph and summarising these
Speaking and Listening	Maintain attention and participate actively in collaborative conversations, responding to comments Ask relevant questions to extend their understanding and build vocabulary and knowledge	Listen and respond appropriately to adults and peers Articulate and justify answers and opinions	Use spoken language to develop understanding through speculating, imagining and exploring ideas	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Consider and evaluate different viewpoints, attending to the contributions of others	Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama

Pickhurst - Year 4 English Curriculum Map

YEAR 4 Summer 2 – Varjak Paw 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Skills: SPaG Focus	Suffixes + Standard English (I did vs I done)	Review Adding additional information: relative clauses / noun phrases	Review: conjunctions to build multi-clausal sentence structures	Descriptive devices to engage a reader: rhetorical questioning	Organising ideas around a theme Building character description	Using and apply understanding of character description and varying sentences
Spelling Focus:	Adding the suffix -ous (No change to root word)	Adding the suffix -ous (No definitive root word)	Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')	Adverbials of frequency and possibility	Adverbials of manner
Writing Outcomes	Diary Entry / Recounting events	Character and setting description	Explanation text	Letter of advice (informal)	Writing narrative in role: adaptation of the story (plan and begin writing)	Writing narrative in role: adaptation of the story (re-draft, edit and publish)

Writing Objectives: (Transcription / Composition)

- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar
- Plan writing by discussing and recording ideas
- Draft and write by composing and rehearsing sentences orally
- Draft and write by organising paragraphs around a theme
- In non-narrative use simple organisational devices
- Write for different purposes including about fictional personal experiences
- Assess the effectiveness of their own and others' writing and suggest improvements
- Proof-read for spelling and punctuation errors

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National Curriculum Links:

Writing:

En4/3.1 Spelling

En4/3.1a use further prefixes and suffixes and understand how to add them (English [Appendix 1](#))

En4/3.1b spell further homophones

En4/3.1c spell words that are often misspelt (English [Appendix 1](#))

En4/3.1d place the possessive apostrophe accurately in words with [regular plurals](#) and in words with [irregular plurals](#)

En4/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary

En4/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

En4/3.2 Handwriting and Presentation

En4/3.2a 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

En4/3.2b [increase the legibility, consistency and quality of their handwriting](#)

En4/3.4 Vocabulary, grammar & punctuation

En4/3.4a develop their understanding of the concepts set out in [Appendix 2](#) by:

- i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ii. using the present perfect form of verbs in contrast to the past tense
- iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- iv. using conjunctions, adverbs and prepositions to express time and cause
- v. using fronted adverbials
- vi. learning the grammar for years 3 and 4 in [Appendix 2](#)

En4/3.4b indicate grammatical and other features by:

- i. using commas after fronted adverbials
- ii. indicating possession by using the possessive apostrophe with singular and plural nouns
- iii. using and punctuating direct speech

En4/3.4c use and understand the grammatical terminology in [Appendix 2](#) accurately and appropriately in discussing their writing and reading.

Reading:

En4/2.1 Word Reading

En4/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

En4/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

En4/2.2 Comprehension

En4/2.2a develop positive attitudes to reading, and an understanding of what they read, by:

- i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ii. reading books that are structured in different ways and reading for a range of purposes
- iii. using dictionaries to check the meaning of words that they have read
- iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- v. identifying themes and conventions in a wide range of books
- vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- vii. discussing words and phrases that capture the reader's interest and imagination
- viii. recognising some [different forms of poetry](#)

En4/2.2b understand what they read, in books they can read independently, by

- i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ii. asking questions to improve their understanding of a text
- iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- iv. predicting what might happen from details stated and implied
- v. identifying main ideas drawn from more than 1 paragraph and summarising these
- vi. identifying how language, structure, and presentation contribute to meaning

En4/2.2c retrieve and record information from non-fiction

En4/2.2d 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.

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En4/1 Spoken Language

- En4/1a listen and respond appropriately to adults and their peers
- En4/1b ask relevant questions to extend their understanding and knowledge
- En4/1c use relevant strategies to build their vocabulary
- En4/1d articulate and justify answers, arguments and opinions
- En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En4/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En4/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En4/1h speak audibly and fluently with an increasing command of Standard English
- En4/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En4/1j gain, maintain and monitor the interest of the listener(s)
- En4/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En4/1l select and use appropriate registers for effective communication

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	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
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial