
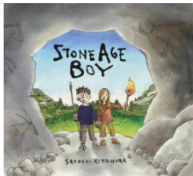


Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 4	<ul style="list-style-type: none"> Author study Fantasy or science fiction stories Myths and legends Stories in unfamiliar settings (historical, geographical etc.) Adventure 	<ul style="list-style-type: none"> Non-chronological reports Recounts Instructions Persuasion Explanation 	<ul style="list-style-type: none"> Structured poetry Performance poetry

Writing Style Guide - Year 4

- Build an image
- Use metaphor
- Show emotion in writing
- Use '3_ed' sentences e.g. Confused, worried and bewildered, they peered through the trees
- Add emotion starters e.g. Ecstatic, she waved her exam results in the air
- Add fronted adverbials e.g. Shaking with rage, she banged on the door
- Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing?
- Use powerful verbs for speech
- Add more exact adjectives for colours e.g. russet
- Add ing and ed adjectives e.g. the swooping seagull
- Write in third person objective (the facts are reported by a seemingly neutral, impersonal observer or recorder)
- Remember the 'show don't tell' rule

Nouns should be built upon every year. Children need to build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.

Read Aloud to Year 4 and Book Study	Topic Box
  <p>Stone Age Boy by Satoshi Kitamura (work focus)</p> <p>Stig of the Dump by Clive King (book study)</p>	The body

It should be noted that not all objectives will be recorded here. English is usually taught in a wide range of contexts and this is purely for planning units taught in regular English writing sessions. Additional time will be spent on reading and transcription skills. 'Outcomes' refer not only to learning outcomes but to the actual pieces that the pupils will write (or perform).

Objectives for Year 4 Term 3

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing
<p>Speaking, Listening and Discussion Use formal/informal registers when appropriate Ask relevant questions after listening to build understanding Take different roles in groups e.g. leader, reporter, scribe, mentor</p> <p>Drama In a group, present their own play by learning lines, making props and creating simple sound and light effects</p>	<p>Word Reading Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis</p> <p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify instances where structure and layout contribute to meaning Engage in a discussion on an author's use of language Distinguish between fact and opinion when discussing viewpoint Make connections between texts in terms of plot, similar characters, same author etc.</p> <p>Being a Researcher Distinguish between fact and opinion in order to verify the accuracy and reliability of information Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p>Planning, Composing and Evaluating Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Make the form of writing consistently clear, relevant and organised Experiment with layout when writing poems Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Engage the reader fully at points Link ideas within a paragraph or section Communicate feelings, emotions and opinions Take a viewpoint in a piece of writing Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Know what a subordinate clause is Use a wider range of conjunctions to extend sentences including when, if, because, although Know what a complex sentence is Write complex sentences Use commas for marking off subordinate clauses</p>
Transcription		
<p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell words where the k sound is spelt ch (Greek origin) e.g. chorus Spell words where the sh sound is spelt ch (French origin) e.g. chalet Spell -gue and -que words (French origin) e.g. tongue, antique Spell words where the s sound is spelt sc (Latin origin) e.g. scene Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Write consistently with neat, legible and joined handwriting Present on-screen texts which consistently appeal to the reader</p>		