

Primary Stage 4 English for Year 4

Phonics, spelling and vocabulary

- Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.
- Confirm all parts of the verb *to be* and know when to use each one.
- Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.
- Identify syllabic patterns in multisyllabic words.
- Spell words with common letter strings but different pronunciations, e.g. *tough, through, trough, plough*.
- Investigate spelling patterns; generate and test rules that govern them.
- Revise rules for spelling words with common inflections, e.g. *-ing, -ed, -s*.
- Extend earlier work on prefixes and suffixes.
- Match spelling to meaning when words sound the same (homophones), e.g. *to/two/too, right/write*.
- Use all the letters in sequence for alphabetical ordering.
- Check and correct spellings and identify words that need to be learned.
- Use more powerful verbs, e.g. *rushed* instead of *went*.
- Explore degrees of intensity in adjectives, e.g. *cold, tepid, warm, hot*.
- Look for alternatives for overused words and expressions.
- Collect and classify words with common roots, e.g. *invent, prevent*.
- Build words from other words with similar meanings, e.g. *medical, medicine*.

Grammar and punctuation

Reading

- Use knowledge of punctuation and grammar to read with fluency, understanding and expression.
- Identify all the punctuation marks and respond to them when reading.
- Learn the use of the apostrophe to show possession, e.g. *girl's, girls'*.
- Practise using commas to mark out meaning within sentences.
- Identify adverbs and their impact on meaning.
- Investigate past, present and future tenses of verbs.
- Investigate the grammar of different sentences: statements, questions and orders.
- Understand the use of connectives to structure an argument, e.g. *if, although*.

Writing

- Use a range of end-of-sentence punctuation with accuracy.
- Use speech marks and begin to use other associated punctuation.
- Experiment with varying tenses within texts, e.g. in dialogue.
- Use a wider variety of connectives in an increasing range of sentences.
- Re-read own writing to check punctuation and grammatical sense.

Reading

The following genres and text types are recommended at Stage 4:

Fiction and poetry: historical stories, stories set in imaginary worlds, stories from other cultures, real life stories with issues/dilemmas, poetry and plays including imagery.

Non-fiction: newspapers and magazines, reference texts, explanations, persuasion including advertisements.

Fiction and poetry

- Extend the range of reading.
- Explore the different processes of reading silently and reading aloud.
- Investigate how settings and characters are built up from details and identify key words and phrases.
- Explore implicit as well as explicit meanings within a text.
- Recognise meaning in figurative language.
- Understand the main stages in a story from introduction to resolution.
- Explore narrative order and the focus on significant events.
- Retell or paraphrase events from the text in response to questions.

- Understand how expressive and descriptive language creates mood.
- Express a personal response to a text and link characters and settings to personal experience.
- Read further stories or poems by a favourite writer, and compare them.
- Read and perform play-scripts, exploring how scenes are built up.
- Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a
- Compare and contrast poems and investigate poetic features.

Non-fiction

- Understand how points are ordered to make a coherent argument.
- Understand how paragraphs and chapters are used to organise ideas.
- Identify different types of non-fiction text and their known key features.
- Read newspaper reports and consider how they engage the reader.
- Investigate how persuasive writing is used to convince a reader.
- Note key words and phrases to identify the main points in a passage.
- Distinguish between fact and opinion in print and ICT sources.

Writing

Fiction

- Explore different ways of planning stories, and write longer stories from plans.
- Elaborate on basic information with some detail.
- Write character profiles, using detail to capture the reader's imagination.
- Explore alternative openings and endings for stories.
- Begin to adopt a viewpoint as a writer, expressing opinions about characters or places.
- Begin to use paragraphs more consistently to organise and sequence ideas.
- Choose and compare words to strengthen the impact of writing, including some powerful verbs.

Non-fiction

- Explore the layout and presentation of writing, in the context of helping it to fit its purpose.
- Show awareness of the reader by adopting an appropriate style or viewpoint.
- Write newspaper-style reports, instructions and non-chronological reports.
- Present an explanation or a point of view in ordered points, e.g. in a letter.
- Collect and present information from non-fiction texts.
- Make short notes from a text and use these to aid writing.
- Summarise a sentence or a paragraph in a limited number of words.

Presentation

- Use joined-up handwriting in all writing.

Speaking and listening

- Organise ideas in a longer speaking turn to help the listener.
- Vary use of vocabulary and level of detail according to purpose.
- Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments.
- Deal politely with opposing points of view.
- Listen carefully in discussion, contributing relevant comments and questions.
- Adapt the pace and loudness of speaking appropriately when performing or reading aloud.
- Adapt speech and gesture to create a character in drama.
- Comment on different ways that meaning can be expressed in own and others' talk.