

The Year 4 Learners

Approach

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

Y4 English Coverage

The year 4 English curriculum consists of the following fiction and non-fiction modules across the school year:

Fiction units include: Traditional tales – Quest myths, Story with a theme and play scripts.

Non Fiction units include: Reports, Explanation texts, Persuasion and Discussion texts.

Throughout the **Autumn Term** the children will work through the following modules:

- **Persuasion and discussion**
 - Read and analyse a range of persuasive texts to identify key features Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.
 - Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments
 - From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.
 - Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately.
 - To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader;
 - Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. *'if..., then'*; *'on the other hand...'*; *'finally'*; *'so'*
- **Traditional tales – Quest Myths**
 - Read a wide range of myths and legends. Discuss common themes. Identify features of particular fiction genres.
 - Read several different versions of a myth, for example retellings from different times or countries, film versions. Draw out evidence of changing context and audience.



- Discuss and look for evidence of narrative viewpoint in particular stories, for example looking at the way that characters are presented.
- Plan and write their own quest myth. Identify audience and adapt writing accordingly. Revise to produce polished version of at least one story.
- **Poetry – Structure riddles**
 - describe poem’s impact and explain own interpretation by referring to the poem;
 - comment on the use of similes and expressive language to create images, sound effects and atmosphere;
 - discuss the poem’s form and suggest the effect on the reader
 - use language playfully to exaggerate or pretend;
 - use similes to build images and identify clichés in own writing;
 - write structured verse using a repeating pattern;

Throughout the **Spring Term** the children will work through the following modules:

- **National Book week**
- **Story with a theme**
- **Reports**
- **Yr4 play performance**
- **Explanation**

Throughout the **Summer Term** the children will work through the following modules:

- **Diversity week writing**
- **Playscripts**
- **Vocabulary building**
- **Take one poet**
- **Suggested key poets/authors for children in Year 5 and 6 are as follows:**

Traditional Tales Key Texts:

Beowulf – K. Crossley-Holland
 The Story of Robin Hood – R. Leeson
 Arthur, High King of Britain – Michael Morpurgo
 The Tale of Tales – Tony Mitton
 Myths and Legends – Anthony Horowitz
 Arion and the Dolphin – Vikram Seth
 Just So Stories – Rudyard Kipling
 Harry Potter and the Philosopher’s Stone – J.K. Rowling



Further suggestions

The Orchard Book of Greek Myths, Geraldine McCaughrean
Greek Myths - Marcia Williams
Blackberry Blue and other fairy tales - Jamila Gavin
The Boy and the Cloth of Dreams - Jenny Koralek
East O the Sun and West O the Moon - PJ Lynch

Persuasion and discussion Key Texts:

Used websites and literature form local environmental issue
Video clips – debates in action
Selection of persuasive letters

Story with a theme Texts:

Key Texts:

Bill's New Frock (gender stereotypes) - Anne Fine
Cloud Busting (friendship/bullying) - Malorie Blackman
Journey to Jo'burg (segregation) - Beverley Naidoo
Frog Belly Rat Bone (protecting the environment) - Timothy Basil

Further suggestions

The Angel of Nitshill Road (bullying) – Anne Fine
Secret Friends (bullying/peer pressure) - Elizabeth Laird
The Forbidden Game (bullying) – Malorie Blackman
The Widow's Broom (prejudice - being different/misunderstood) - Chris Van Allsburg
Prosper's Mountain (prejudice - being different/misunderstood) - Henrietta Branford
Rat heaven - Jeanne Willis (different points of view)
Voices in the Park – Anthony Browne (different points of view)
Dear Mrs LaRue; Letters from Obedience School (being misunderstood/different points of view) - Mark Teague
Big Ben - Rachel Anderson (disability)
Fred (bereavement) – Posy Simmonds
Winter theme - <http://www.pinterest.com/PrimaryEngEd/winter-theme/>
Sports theme - <http://www.pinterest.com/PrimaryEngEd/sports-themed/>
Forbidden food - <http://www.pinterest.com/PrimaryEngEd/forbidden-food/>
Books with wishes - <http://www.pinterest.com/PrimaryEngEd/books-with-wishes/>

Poetry – structure riddles

Big Book of Riddles by Lisa Regan
The Works – every kind of poem you will ever need at school by Paul Cookson
BBC Anglo-Saxons website

Story with a theme - weather

Key Texts:

Bill's New Frock (gender stereotypes) - Anne Fine
Cloud Busting (friendship/bullying) - Malorie Blackman



Journey to Jo'burg (segregation) - Beverley Naidoo
Frog Belly Rat Bone (protecting the environment) - Timothy Basil

Further suggestions

The Angel of Nitshill Road (bullying) – Anne Fine
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Winter theme - <http://www.pinterest.com/PrimaryEngEd/winter-theme/>
Sports theme - <http://www.pinterest.com/PrimaryEngEd/sports-themed/>
Forbidden food - <http://www.pinterest.com/PrimaryEngEd/forbidden-food/>
Books with wishes - <http://www.pinterest.com/PrimaryEngEd/books-with-wishes/>

Reports

Explanation

The Other Side of Truth – Beverley Naidoo (refugee)
Wonder – R.J. Palacio (appearance)

Poetry

Animals

Curriculum Content

Speaking and Listening

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints.
- Speak clearly and in different ways for drama, formal presentations and debate.

Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

In year 4, pupils will be reading aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.



Children will be expected to read frequently, outside as well as in school, for pleasure and information. They will have the opportunity to listen frequently to stories, poems, non-fiction and other writing. At this stage, word reading will not be directly taught, except where individuals need support. Instead the focus will be on the teaching of comprehension skills.

They will, for example:

- Retrieve, record and present information from a text
- Summarise the main ideas of a text e.g. 'loneliness' or 'friendship'
- Predict what may happen based on evidence and clues given
- Discuss and evaluate the text and justify their views
- Use clues from the text to work out characters' feeling, actions or motives
- Distinguish between fact and opinion
- Identify how language, structure and presentation add to the meaning
- Compare different texts

A selection of age appropriate texts can be found here:

<http://www.booktrust.org.uk/books/bookfinder/>

<http://scottishbooktrust.com/reading/book-lists/kids>

<http://www.theguardian.com/childrens-books-site>

<http://www.devonsls.org.uk/booklists/>

Picture books for KS2

<http://www.pinterest.com/PrimaryEngEd/picture-books-for-ks2/>

100 Best Books: 8-10 year olds

<http://www.booktrust.org.uk/books/children/booklists/243/#/d/books/bookfinder/109>

<http://www.booktrust.org.uk/books/children/booklists/243/>

Writing

Writing is developed through teaching the following:

Spelling: Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, and draw on their knowledge of word families and roots to help them spell new words correctly. They will practise and use the words included in Appendix 1 of the National Curriculum for years 3 & 4. Children will be expected to use a dictionary and thesaurus.

Handwriting: Pupils will continue to be taught handwriting in order to increase speed, fluency and legibility.



Composition (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use a wide variety of punctuation and grammar features
- Select the appropriate grammar and vocabulary to develop the effectiveness of their writing
- Use a range of techniques to build detail into their writing and link ideas within and between paragraphs
- Adapt writing for a range of purposes and audiences as part of their work across the curriculum.
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Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

Should you wish for a more detailed explanation, please follow this link to the [Primary National Curriculum document](#)

