

Roundswell Community School Primary Academy

Year 4 Literacy Curriculum Overview

Area	Key Focus/ Objectives
<p>Reading Comprehension</p> <p>(Guided reading Shared reading/interrogating a text)</p>	<p>Decoding/word reading-</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words pupils meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension:</p> <ul style="list-style-type: none"> • Through shared and guided reading, listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. • Develop reading responses so that children can express their thoughts and feelings, referring to the text to support their views. • Read for a range of purposes, using texts that are structured in different ways • Use dictionaries to investigate the meaning of new vocabulary • Identify myths and conventions in a wide range of books • Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discuss the words and phrases that capture the reader’s interest and imagination. Begin to explain why a simile has been used. • Recognise some different forms of poetry • In guided reading, discuss understanding in further depth, checking the text makes sense and explaining the meaning of words in context. Encourage pupils to ask questions to improve their understanding of a text. • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, dialogue and justifying inferences with evidence. Think about how the reader responds to characters and why. • Recognise how the setting of a poem or story may affect the way a text is read and understood • Explore narrative order • Predict what might happen from details stated and implied, such as guess what a character might do in different situations and explain their thinking. • Identify main ideas drawn from more than one paragraph and summarise these • Practise scanning and skimming a text effectively, tracking for information • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction
<p>Writing Composition</p> <p>Planning Drafting Evaluating Editing</p>	<ul style="list-style-type: none"> • Immerse and interrogate texts that teach, learning from its structure, vocabulary and grammar. • Use the main features of different text types using a given success criteria • Write in a style that suits the audience and purpose • Discuss and record initial ideas • Link with ‘warm up a sentence’ to compose and rehearse sentences orally, progressively building a varied and rich vocabulary as well as an increasing range of sentence structures. • Organise paragraphs around a theme • Begin to vary sentence structures and openings, using conjunctions to create more complex sentences • Narrative writing is sequenced chronologically whilst in non-fiction, sentences are sequenced logically around sub topics • Encourage use of varied and purposeful connectives to make the writing flow • Assess the effectiveness of their own and other’s writing and suggest improvements • Propose changes to grammar and vocabulary to improve consistency • Proof read for spelling and punctuation errors

<p>Grammar, Vocabulary and Punctuation</p>	<ul style="list-style-type: none"> • Compose and rehearse sentences orally (warm up a sentence), so children can continue to use auditory skills to develop rich language choices, create an increasing range of sentence structures. • Ensure the appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Clarify meaning and point of view by using varied sentence structures (phrases, clauses and adverbials) • Investigate and consolidate how sentences can be joined in more complex ways, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although, since although • Continue to identify, consolidate and use a range of powerful verbs and adjectives, as well as identify adverbs in sentences, building up a bank of adverbs. Display word classes. • Using fronted adverbials with commas after • Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases eg <i>the teacher</i> expanded to <i>the strict maths teacher with the curly hair</i>) • Use commas to mark clauses in complex sentence structures • Indicating possession by using the possessive apostrophe with plural nouns (including irregular plural nouns) • Use the rules for direct speech, punctuating more accurately and laying out appropriately. Experiment with reported clauses. • 	<p>phrase clause adverbial Adverb apostrophes for possession prepositions synonyms adverb adjective verb word classes preposition conjunction, inverted commas (or ‘speech marks’) determiner, pronoun, possessive pronoun</p>
<p>Spelling</p>	<p>(Use spelling teaching sequence, Letters and Sounds for those that need phases and spelling overview- see attachment)</p> <ul style="list-style-type: none"> • Develop a range of personal strategies for learning new and irregular words • Develop a range of personal strategies for spelling at the point of composition • Develop a range of personal strategies for checking and proof reading spellings after writing • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often mis-spelt (pick up tricky words from children’s work) as well as those from relevant word lists • Place the possessive apostrophe accurately in words with regular and irregular plurals • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Proof read for spelling errors 	
<p>Handwriting and Presentation</p> <p>Developing Skills Book 2</p>	<ul style="list-style-type: none"> • Ensure children know and practise the three p’s (pen hold, paper position, posture) when handwriting. • Use joined handwriting for all writing unless other special forms are needed. • Practise handwriting in conjunction with spellings where possible. • Become aware of consistency in size and proportion of letters and the spacing between letters and words. • Consolidate and practise the four basic joins demonstrated through Nelson, to join handwriting using the diagonals. <ul style="list-style-type: none"> -diagonal joins to letters without ascenders (e.g. ig, rig,), -diagonal joins to letters with ascenders. (e.g. utt, att, ott), -horizontal joins to letters without ascenders (e.g. was, wax, wan new, row, now) -horizontal joins to letters with ascenders (e.g. owd) • Begin to practise speed writing. • Use a range of presentational skills. 	
<p>Oracy</p>	<ul style="list-style-type: none"> • Continue to establish and expect ‘Talk for Maths’ principles within the classroom, as ground rules for dialogue • Listen to and identify the main points of each speaker, comparing and discussing their views and how it was presented. • In light of alternative viewpoints, respond appropriately to the contributions of others • Continue to develop an enquiring mind, asking questions readily to extend their thinking • Coherently convey detailed information for all listeners 	

	<ul style="list-style-type: none">• Take on different roles within groups, including scribe, reporter, leader/ controller• Compose and rehearse sentences orally (warm up a sentence), so children can progressively build up a rich and varied language• Be able to research, discuss and debate topical issues and problems, taking into account the views of others.
Drama	<ul style="list-style-type: none">• Develop scripts, exploring how characters can be developed in terms of gesture, voices and movements, especially with the year group performance in mind.• Use drama strategies and conventions to explore stories and issues.• Show how the behaviour of different characters and roles can be interpreted from different viewpoints.• Comment constructively on plays and performances, discussing effects and how they are achieved.