

Year 4 English

In the Spring term your child will learn about the following:

Term	Reading	Writing			Speaking and listening	
	Word reading Comprehension	Spelling	Handwriting	Composition		Grammar
Spring 1 Topic Africa RE Community/ Giving & Receiving SCIENCE Sound	<p>Whole class reading: Stories from other cultures, comparing themes to well known texts. Exploring non-fiction texts</p> <p>Guided reading: Text based on topic, children should note language that interests the reader and continue to discuss the impact, summarise texts and continue to make comparisons to other texts of similar genre from own culture</p> <p>Individual reading: Books taken home and child read with at school at least once a week children should continue to use dictionaries but also discuss texts making inferences</p>	<p>Spellings as follows:</p> <p>-dis -im -in -mixed prefixes -un Topic words</p>	<p>Increase legibility, consistency and quality of handwriting.</p> <p>Ensure ascenders and descenders do not touch</p>	<p>(<i>explanation and narrative</i>)</p> <ul style="list-style-type: none"> Continue to draft and write through oral rehearsal and using a wide and rich vocabulary and increasing a range of sentence structures Organise paragraphs dependent upon genre e.g – narrative: setting, characters, climax etc and non-fiction – using headings and sub-headings Review own work by looking at each sentence and making amendments to spellings, punctuation and grammar. Class teacher to dictate spoken word and children to write. <i>Explain how sound travels</i> 	<p>Identifying plurals including collectives</p> <p>Identifying the difference between plural and possessive s</p> <p>Introduction to standard English – verb inflections (e.g we was=we were)</p> <p>Introduction to fronted adverbials</p>	<p>Take turns discussing and listening to differing opinions</p> <p>Read aloud own writing using intonation, tone and volume to ensure clarity of meaning</p>
Spring 2 Topic Chocolate & the Mayans RE Giving & Receiving/ Self Discipline SCIENCE States of Matter	<p>Whole class reading: Reading texts that raise issues and dilemmas, exploring non-fiction texts reading a range of poetry and discussing form</p> <p>Guided reading: Text based on topic, children should note language that interests the reader and continue to discuss the impact, summarise texts</p> <p>Individual reading: Books taken home and child read with at school at least once a week children should continue to use dictionaries but also discuss texts making inferences</p>	<p>Foreign prefixes</p> <p>-ary -able -ible -ly Topic words</p>	<p>Increase legibility, consistency and quality of handwriting.</p> <p>Ensure ascenders and descenders do not touch</p>	<p>(<i>narrative and information texts</i>)</p> <ul style="list-style-type: none"> Continue to draft and write through oral rehearsal and using a wide and rich vocabulary and increasing a range of sentence structures Continue to review own work by looking at each sentence and making amendments to spellings, punctuation and grammar. Begin to peer assess noting high points and giving suggestions to improve language and grammar Continue to organise paragraphs dependent upon genre e.g – narrative: setting, characters, climax etc and non-fiction – using headings and sub-headings <i>Write information text based on the Mayans</i> 	<p>Writing in past tense</p> <p>Writing in present tense</p> <p>Identifying the use of the perfect form of verbs to mark relationships of time and cause</p>	<p>Take turns discussing and listening to differing opinions</p> <p>Read aloud own writing using intonation, tone and volume to ensure clarity of meaning</p>

