

## Year 4 Long Term Overview

<p><b>Writing to Entertain</b></p> <p>Fantasy Stories Adventure Stories Horror Stories Traditional tales with a twist Stories from other cultures Mystery Stories Film and Play Script</p>	<p><b>Writing to Inform/ Recount/Explain/Persuade</b></p> <p>Non-Chronological Report Biography Recount Explanations Persuasive Letters Fact File</p>	<p><b>Poetry</b></p> <p>Narrative Poems Significant Poems by Heart Poems with Structure</p>
<p><b>Speaking &amp; Listening:</b></p> <p><b>To listen carefully and understand</b></p> <ul style="list-style-type: none"> <li>Engage in discussions, making relevant points.</li> <li>Ask for specific additional information to clarify.</li> <li>Understand the meaning of some phrases beyond the literal interpretation.</li> </ul>		<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Homophones and near homophones</li> <li>Teach prefixes super- and auto-</li> <li>Teach prefixes sub- and tele-</li> <li>To understand how diminutives are formed using eg suffix - ette and prefix mini- micro</li> <li>Suffixed in-, il-, -im</li> <li>The suffix - ation</li> <li>Words with /s/ sound spelt sc</li> <li>Teach/sh/ sound spelt ch</li> <li>Teach words with /k/ sound spelt ch</li> <li>Teach words ending with the /g/ sound spelt -gue and the /k/ sound spelt - que</li> <li>Endings sion, ssion, tion or cian</li> <li>The suffix -ous</li> <li>Endings which sound like /zen/</li> <li>Words ending in ture</li> <li>Possessive apostrophe with plurals</li> <li>Prefixes -ir, inter-, anti-</li> <li>Teach words with endings sounding like /ze/ spelt sure</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable.</li> </ul>
<p><b>To develop a wide and interesting vocabulary</b></p> <ul style="list-style-type: none"> <li>Use time, size and other measurements to quantify.</li> <li>Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</li> <li>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul>		
<p><b>To speak with clarity</b></p> <ul style="list-style-type: none"> <li>Use verbs with irregular endings.</li> <li>Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>Use intonation to emphasise grammar and punctuation when reading aloud.</li> </ul>		
<p><b>To tell stories with structure</b></p> <ul style="list-style-type: none"> <li>Bring stories to life with expression and intonation.</li> <li>Read the audience to know when to add detail and when to leave it out.</li> </ul>		
<p><b>To hold conversations and debates</b></p> <ul style="list-style-type: none"> <li>Make relevant comments or ask questions in a discussion or a debate.</li> <li>Seek clarification by actively seeking to understand others' points of view.</li> <li>Respectfully challenge opinions or points, offering an alternative.</li> </ul>		
<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>Increase the legibility, consistency and quality of their handwriting.</li> </ul>		

## Reading

<b>Word reading – decoding</b>	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
<b>Range of reading</b>	Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes
<b>Familiarity with Texts</b>	Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in *and across* a wide range of writing
<b>Poetry and performance</b>	Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry, (e.g. free verse, narrative poetry)
<b>Word meanings</b>	Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read
<b>Understanding</b>	Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these
<b>Inference</b>	Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<b>Prediction</b>	Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied
<b>Authorial intent</b>	Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning
<b>Non-fiction</b>	Retrieve and record information from non-fiction
<b>Discussing</b>	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

## Writing

<b>Transcription</b>	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
<b>Contexts for Writing</b>	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
<b>Planning and Drafting Writing</b>	Plan their writing by: discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Draft and write by: organising paragraphs around a theme Draft and write by: in narratives, creating settings, characters and plot Draft and write by: in non-narrative material, using simple organisational devices: e.g. <i>as headings and sub-headings</i>
<b>Editing Writing</b>	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors
<b>Performing Writing</b>	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear