Hampton Court House - Lower Years Curriculum - English: Year 4

	Autumn Term	Spring Term	Summer Term
Speaking and Listening To speak with confidence; to use vocabulary to communicate more complex meaning; to speak audibly and clearly; to ask relevant questions; to recall and re-present important features of a reading, argument, talk; to make contributions relevant to the topic; to justify what they think; to understand that language varies according to context, between spoken and written language.	• Understanding the basics of speaking and reading aloud • Read aloud from the comprehension texts • Articulate opinions of the text and empathize verbally with the content. • Understand and perform texts from various cultures and historical periods	• Develop speaking skills and reading texts aloud • Perform texts and articulate clearly the content of texts • Comment on what we hear and verbalize an opinion of the effect on the audience. • Comment on the texts from various periods and cultures	• Comment on and explain texts which we have read aloud • Perform texts with sophistication and accuracy of technique • Engage with and explain the various effects a text can have on an audience and emulate the effect through voice • Discuss and explain the effects the texts have on audiences of different ages and contexts

Aims
- to listen and comment upon others' writing
- to read personal writing aloud
- to listen and comment upon others' book reviews
- to present information about a book aloud
- to read aloud to the class
- to describe a chapter to the teacher and to the class
- to describe events and experiences linked to the book - to compare the language with spoken language and with written language in fiction and poetry
- to learn a poem and present it to the class
- to listen to others and comment upon their comments

Reading	In most reading	Across a range of reading	Across a range of reading
To read stories, poems and plays aloud; to read with fluency, accuracy and understanding; to understand grammatical structure; to look beyond the literal to layers of meaning; to identify how character and settings are created; to use organizational features and systems to find texts and information; to distinguish between fact and opinion; to consider an argument critically; to recognize the choice, use and effect of figurative language and vocabulary; to respond imaginatively, drawing on the whole text and other reading; to consider poetic form and its effect; to express preferences; to read stories and poems aloud; to develop understanding of non-fiction texts.	A range of strategies used mostly effectively to read with fluency, understanding and expression **In most reading** • simple, most obvious points identified though there may also be some misunderstanding, *e.g. about information from different places in the text* • some comments include quotations from or references to text, but not always relevant, *e.g. often retelling or paraphrasing sections of the text rather than using it to support comment* **In most reading** • straightforward inference based on a single point of reference in the text, *e.g. he was upset because it says he was crying* • responses to text show meaning established at a literal level *e.g. walking good means walking carefully* or based on personal speculation *e.g. a response based on what they personally would be feeling rather than feelings of*	• some relevant points identified • comments supported by some generally relevant textual reference or quotation, *e.g. reference is made to appropriate section of text but is unselective and lacks focus* **Across a range of reading** • comments make inferences based on evidence from different points in the text, *e.g. interpreting a character's motive from their actions at different points* • inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content **Across a range of reading** • some structural choices identified with simple comment, *e.g. he describes the accident first and then goes back to tell you why the child was in the road* • some basic features of organisation at text level identified, *e.g. the writer uses bullet points for the main*	• most relevant points clearly identified, including those selected from different places in the text • comments generally supported by relevant textual reference or quotation, even when points made are not always accurate **Across a range of reading** • comments develop explanation of inferred meanings drawing on evidence across the text, *e.g. 'you know her dad was lying because earlier she saw him take the letter'* • comments make inferences and deductions based on textual evidence, *e.g. in drawing conclusions about a character's feelings on the basis of their speech and actions* **Across a range of reading** • comments on structural choices show some general awareness of author's craft, *e.g. 'it tells you all things burglars can do to your house and then the last section explains how the alarm protects you'* • various features relating to

character in the text

In most reading

a few basic features of organisation at text level identified, with little or no linked comment, *e.g.it tells about all the different things you can do at the zoo*

In most reading

a few basic features of writer's use of language identified, but with little or no comment, *e.g. there are lots of adjectives or he uses speech marks to show there are lots of people there*

In most reading

- comments identify main purpose, *e.g. the writer doesn't like violence*
- express personal response but with little awareness of writer's viewpoint or effect on reader, *e.g. she was just horrible like my nan is sometimes*

In most reading

- some simple connections between texts identified, *e.g. similarities in plot, topic, or books by same author,*

reasons

Across a range of reading

- some basic features of writer's use of language identified, *e.g. all the questions make you want to find out what happens next*
- simple comments on writer's choices, *e.g. disgraceful is a good word to use to show he is upset*

Across a range of reading

- main purpose identified, *e.g. it's all about why going to the dentist is important and how you should look after your teeth*
- simple comments show some awareness of writer's viewpoint, *e.g. he only tells you good things about the farm and makes the shop sound boring*
- simple comment on overall effect on reader, *e.g. the way she describes him as rat-like and shifty makes you think he's disgusting*

Across a range of reading

- features common to different texts or versions of the same text

organisation at text level, including form, are clearly identified, with some explanation, e.g. 'each section starts with a question as if he's answering the crowd'

Across a range of reading

- various features of writer's use of language identified, with some explanation, *e.g. 'when it gets to the climax they speak in short sentences and quickly which makes it more tense'*
- comments show some awareness of the effect of writer's language choices, *e.g. '"inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'*

Across a range of reading

- main purpose clearly identified, often through general overview, *e.g. 'the writer is strongly against war and wants to persuade the reader to agree'*
- viewpoint in texts clearly identified, with some, often limited, explanation, *e.g. 'at the end he knows he's done wrong and makes the snake sound attractive and*

	about same characters • recognition of some features of the context of texts, *e.g. historical setting, social or cultural background*	identified, with simple comment, *e.g. characters, settings, presentational features* • simple comment on the effect that the reader's or writer's context has on the meaning of texts, *e.g. historical context, place, social relationships*	*mysterious'* • general awareness of effect on the reader, with some, often limited, explanation, *e.g. 'you'd be persuaded to sign up because 25p a week doesn't seem that much to help someone see'* **Across a range of reading** • comments identify similarities and differences between texts, or versions, with some explanation, *e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports* • some explanation of how the contexts in which texts are written and read contribute to meaning, *e.g. how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written*

Aims
- to develop confidence and fluency by reading extracts from personal reading books and extracts from personal writing aloud, standing at the front of the class on a weekly basis
- to develop an understanding of grammar and parts of speech by reading *Jabberwocky*
- to develop confidence, fluency, memory and the comprehension of layered meaning by learning and acting out *Jabberwocky*
- to develop confidence, fluency and understanding, by reading *Kensuke's Kingdom* aloud while sitting in a circle
- to develop skills of comprehension by listening to others read *Kensuke's Kingdom* aloud
- to develop skills of comprehension by reading *Kensuke's Kingdom* silently and writing comprehension questions
- to widen vocabulary by looking up new words while reading
- to develop grammar by collecting particular parts of speech from *Kensuke's Kingdom*
- to develop an appreciation of literature and an enthusiasm for reading by reading a variety of texts and presenting information about them to the class
- to develop comprehension skills by reading extracts and answering comprehension questions, both written and oral.

	In most writing	Across a range of writing	Across a range of writing
	• reliance mainly on simply structured sentences, variation with support, *e.g. some complex sentences* • *and*, *but*, *so* are the most common connectives, subordination occasionally • some limited variation in use of tense and verb forms, not always secure **In most writing** • straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks • some, limited, use of speech punctuation	• some variety in length, structure or subject of sentences • use of some subordinating connectives, *e.g. if, when, because* throughout the text • some variation, generally accurate, in tense and verb forms **Across a range of writing** • sentences demarcated accurately throughout the text, including question marks • speech marks to denote speech generally accurate, with some other speech punctuation • commas used in lists and occasionally to mark clauses,	• a variety of sentence lengths, structures and subjects provides clarity and emphasis • wider range of connectives used to clarify relationship between ideas, *e.g. although, on the other hand, meanwhile* • some features of sentence structure used to build up detail or convey shades of meaning, *e.g. variation in word order, expansions in verb phrases* **Across a range of writing** • full range of punctuation used accurately to demarcate sentences, including speech punctuation • syntax and punctuation within the

- comma splicing evident, particularly in narrative

In most writing

- some attempt to organise ideas with related points placed next to each other
- openings and closings usually signalled
- some attempt to sequence ideas or material logically

In most writing

- some internal structure within sections of text *e.g. one-sentence paragraphs or ideas loosely organised*
- within paragraphs/sections, some links between sentences, *e.g. use of pronouns or of adverbials*
- movement between paragraphs/sections sometimes abrupt or disjointed

In most writing

- some appropriate ideas and content included
- some attempt to elaborate on basic information or events, *e.g. nouns expanded by simple adjectives*

although not always accurately

Across a range of writing

- ideas organised by clustering related points or by time sequence
- ideas are organised simply with a fitting opening and closing, sometimes linked
- ideas or material generally in logical sequence but overall direction of writing not always clearly signalled

Across a range of writing

- paragraphs/sections help to organise content, *e.g. main idea usually supported or elaborated by following sentences*
- within paragraphs/sections, limited range of connections between sentences, *e.g. over-use of also or pronouns*
- some attempts to establish simple links between paragraphs/sections not always maintained, *e.g. firstly, next*

Across a range of writing

- relevant ideas and content chosen

sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted

Across a range of writing

- relevant ideas and material developed with some imaginative detail
- development of ideas and material appropriately shaped for selected form*, e.g. nominalisation for succinctness*
- clear viewpoint established, generally consistent, with some elaboration, *e.g. some, uneven, development of individual voice or characterisation in role*

Across a range of writing

- main purpose of writing is clear and consistently maintained
- features of selected form clearly established with some adaptation to purpose
- appropriate style clearly established to maintain readers interest throughout

- attempt to adopt viewpoint, though often not maintained or inconsistent, *e.g. attitude expressed, but with little elaboration*

In most writing

- purpose established at a general level
- main features of selected form sometimes signalled to the reader
- some attempts at appropriate style, with attention to reader

In most writing

- simple, generally appropriate vocabulary used, limited in range
- some words selected for effect or occasion

In most writing

- correct spelling of some common grammatical function words
- common content/lexical words with more than one morpheme, including compound words likely errors
- *some inflected endings, e.g. past tense, comparatives, adverbs*
- *some phonetically plausible attempts at*

- some ideas and material developed in detail, *e.g. descriptions elaborated by adverbial and expanded noun phrases*
- straightforward viewpoint generally established and maintained, *e.g. writing in role or maintaining a consistent stance*

Across a range of writing

- main purpose of writing is clear but not always consistently maintained
- main features of selected form are clear and appropriate to purpose
- style generally appropriate to task, though awareness of reader not always sustained

Across a range of writing

- some evidence of deliberate vocabulary choices
- some expansion of general vocabulary to match topic

Across a range of writing

- correct spelling of most common grammatical function words, including adverbs with *-ly*

Across a range of writing

- vocabulary chosen for effect
- reasonably wide vocabulary used, though not always appropriately

Level 5

Across a range of writing

- material is structured clearly, with sentences organised into appropriate paragraphs
- development of material is effectively managed across text, *e.g. closings refer back to openings*
- overall direction of the text supported by clear links between paragraphs

Across a range of writing

- paragraphs clearly structure main ideas across text to support purpose, *e.g. clear chronological or logical links between paragraphs*
- within paragraphs/sections, a range of devices support cohesion, *e.g. secure use of pronouns, connectives, references back to text*
- links between paragraphs/sections generally maintained across whole

	content/lexical words **In most writing** legible style, shows accurate and consistent letter formation, sometimes joined	formation • regularly formed content/lexical words, including those with multiple morphemes • most past and present tense inflections, plurals likely errors	text **Across a range of writing** correct spelling of • grammatical function words • almost all inflected words • most derivational suffixes and prefixes • most content/lexical words

Aims: Grammar: - cont. parts of speech - adjectives/verbs - cont. short simple sentences subject + verb Spelling: - Schonell group 4 and 5 - homophones Creative writing: - personal creative writing - using short sentences for effect - poems: to write in English	**Key Resources:** Hayden Parry's *English Comprehension Book 4* Greek Myths and Legends *The Silver Sword* Schonell Essential Spelling List *The Jabberwocky* *Anne Frank's Diary*