



# Year 4 Programme of Study for English

<b>Reading</b> Word Reading	<b>Reading</b> Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet  <b>Met in Spelling Scheme and through guided reading</b></li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry (e.g. free verse, narrative poetry)</li> </ul> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>
<b>Writing</b> Transcription (inc Handwriting)	<b>Writing</b> Composition
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (Appendix 1)</li> <li>• spell further homophones</li> </ul>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul>

<ul style="list-style-type: none"> <li>spell words that are often misspelt (Appendix 1)</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><i>Handwriting</i></p> <p>Pupils should be taught to:</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, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<p>draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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.</li> </ul>	
<b>Vocabulary, Grammar and Punctuation</b>		
	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i></li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar in column 1 of year 3 and 4 in Appendix 2</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	
<b>Spelling work for Year 4</b>		
<p>Revision of work from Years 1 and 2: Pay special attention to the rules for adding suffixes.</p>		
<b>Statutory Requirements</b>	<b>Rules and guidance (non-statutory)</b>	<b>Example words (non-statutory)</b>
<p><b>Adding suffixes beginning with vowel letters to words of more than one syllable</b> <b>Year 3</b></p>	<p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.</p>	<p>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</p>

<p><b>The /ɪ/ sound spelt y elsewhere than at the end of words</b> <b>Year 3</b></p>	<p>These words should be learnt as needed.</p>	<p>myth, gym, Egypt, pyramid, mystery</p>
<p><b>The /ʌ/ sound spelt ou</b> <b>Year 3</b></p>	<p>These words should be learnt as needed.</p>	<p>young, touch, double, trouble, country</p>
<p><b>More prefixes</b> <b>Term 1A Week 2</b> <b>Term 1A Week 3</b> <b>Term 1A Week 4</b> <b>Term 2A Week 5</b> <b>Term 3A Week 1</b> <b>Term 3A Week 2</b> <b>Term 3A Week 3</b> <b>Term 3A Week 4</b> <b>Term 3A Week 5</b></p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below. Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings. The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il</b> Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>. Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>. <b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'. <b>super-</b> means 'above'. <b>anti-</b> means 'against'. <b>auto-</b> means 'self' or 'own'.</p>	<p><b>dis-</b>, <b>mis-</b>: disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell) <b>in-</b>: inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible <b>re-</b>: redo, refresh, return, reappear, redecorate <b>sub-</b>: subdivide, subheading, submarine, submerge <b>inter-</b>: interact, intercity, international, interrelated (inter + related) <b>super-</b>: supermarket, superman, superstar <b>anti-</b>: antiseptic, anti-clockwise, antisocial <b>auto-</b>: autobiography, autograph</p>
<p><b>The suffix -ation</b> <b>Term 2A Week 3</b> <b>Term 2A Week 4</b></p>	<p>The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>information, adoration, sensation, preparation, admiration</p>
<p><b>The suffix -ly</b> <b>Year 3</b></p>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words. <b>Exceptions:</b> (1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable. (2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>. (3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>. (4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically</p>
<p><b>Words with endings sounding like /ʒə/ or /tʃə/</b> <b>Year 3</b></p>	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>. The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>
<p><b>Endings which sound like /ʒən/</b> <b>Term 1A Week 6</b></p>	<p>If the ending sounds like /ʒən/, it is spelt as <b>-sion</b></p>	<p>division, invasion, confusion, decision, collision, television</p>
<p><b>The suffix -ous</b> <b>Term 3B Week 1</b> <b>Term 3B Week 2</b> <b>Term 3B Week 3</b> <b>Term 3B Week 4</b></p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. <b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added. A final 'e' must be kept if the /dʒ/ sound of 'g' is to be kept.</p>	<p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious</p>

	If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as <b>i</b> , but a few words have <b>e</b> .	hideous, spontaneous, courteous
<b>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</b> <b>Term 1B Week 1</b> <b>Term 1B Week 2</b> <b>Term 1B Week 3</b> <b>Term 1B Week 4</b>	Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b> . Clues about whether to put <b>t</b> , <b>s</b> , <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word. <b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b> . <b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b> . <b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b> . <b>Exceptions:</b> <i>attend – attention, intend – intention</i> . <b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
<b>Words with the /k/ sound spelt ch (Greek in origin)</b> <b>Year 3</b>		scheme, chorus, chemist, echo, character
<b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b> <b>Year 3</b>		chef, chalet, machine, brochure
<b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</b> <b>Year 3</b>		league, tongue, antique, unique
<b>Words with the /s/ sound spelt sc (Latin in origin)</b> <b>Term 2B Week 1</b>	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/	science, scene, discipline, fascinate, crescent
<b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b> <b>Year 3</b>		vein, weigh, eight, neighbour, they, obey
<b>Possessive apostrophe with plural words</b> <b>Term 2A Week 6</b>	The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already ends in <b>-s</b> , but <i>is</i> added if the plural does not end in <b>-s</b> (i.e. is an irregular plural – e.g. <i>children's</i> ).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
<b>Homophones or near-homophones</b> <b>Term 1A Week 5</b> <b>Term 2A Week 1</b> <b>Term 2A Week 2</b>		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
<b>Statutory spelling words Year 3 / 4 list</b> <b>Term 1B Week 6</b> <b>Term 2B Week 2</b>	Please see appendix of statutory spelling words for Years 3 and 4	

## Grammar and Punctuation for Year 4

Vocabulary	Grammar	Text	Punctuation	Terminology for Pupils
<ul style="list-style-type: none"><li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li></ul>	<ul style="list-style-type: none"><li>• using fronted adverbials</li><li>• difference between plural and possessive -s</li><li>• Standard English verb inflections (I did vs I done)</li><li>• extended noun phrases, including with prepositions</li></ul>	Introduction to paragraphs as a way to group related material appropriate choice of pronoun or noun to create cohesion across paragraphs Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i> )	<ul style="list-style-type: none"><li>• using commas after fronted adverbials</li><li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li><li>• using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li></ul>	determiner, pronoun, possessive pronoun, adverbial

Full coverage of the above is available on Classroom Secrets but it should also be incorporated into writing lessons and scaffolded sessions to prepare for independent writing.