

Year 4 English

- National Curriculum
- Herts for Learning Scheme



“Learn. Believe. Achieve.”
Resilient, Persistent, Self-Motivated, Creative
Risk Takers, Good Citizens, Entrepreneurial

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Herts Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

Speaking and Listening	Reading	Writing
<p>Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example</p> <ul style="list-style-type: none"> • Develop their understanding of a subject through discussions, learning to give their opinions and listen to other view points • Speak clearly and in different ways for drama, formal presentations and debate. 	<p>This part of the curriculum is broken down into ‘word reading’ and ‘comprehension’.</p> <p>In word reading children will be taught to read and understand the meaning of new words using the skills they have learned previously and building on learning in year 3. Children will develop the fluency and stamina to read longer texts and the focus for the Year 4 learner is comprehension. Children will be taught key skills to enable them to read, understand and enjoy a wide range of books. They will, for example:</p> <ul style="list-style-type: none"> • Summarise the main ideas of a text • Justify their opinion of particular characters • Discuss ideas that are not obviously described in a text eg ‘Explain why the character may have felt like this.’ • Note how the author chooses language to create a mood or atmosphere • Identify the structures or features of particular non-fiction texts 	<p>Writing is developed through teaching the following:</p> <p>Spelling: Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, building on the spellings taught in Year 3. They will continue to practise and use the words included in Appendix 1 of the National Curriculum for years 3 & 4.</p> <p>Handwriting: This will continue to be taught, with the aim of increasing children’s consistency and fluency throughout their independent writing.</p> <p>Composition (structure): This includes <i>vocabulary, grammar and punctuation</i>. To develop their composition skills, the children will be taught to</p> <ul style="list-style-type: none"> • Plan, draft, compose, edit and evaluate their writing • Organise their writing into clear paragraphs • Use an increasing range of sentence structures • Expand sentences by adding detail • Write for a range of purposes and audiences as part of their work across the curriculum. <p>Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.</p>

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English Curriculum Statement of Intent: We passionately believe that it is our responsibility to teach our children to speak, read and write fluently so that they can effectively communicate their thoughts, feelings, ideas and learning about the world around them. Through daily exposure to rich texts, we aim to excite our children about the wealth of knowledge they can find inside the pages of a book and inspire them to seek out even more. It is our ambition to instil a love for reading within all our children so that they become lifelong readers with the skills to express themselves creatively, articulate their thoughts clearly and engage confidently within society.

Year 4	Narrative	Non-Fiction	Poetry
English Scheme of Work <i>We are a creative curriculum school and books and texts will be chosen each term to enhance wider topic learning. Your class teacher will provide you with more details about specific texts each term.</i>	Play Scripts	Report	Riddles
	Story Settings	Persuasion	Narrative Structure
	Traditional Tales – focusing on myths and quests	Discussion	TAKE ONE POET – intense focus on one poet chosen by the class teacher
	Stories with a theme	Explanation	
	TAKE ONE BOOK – Intense focus on one book chosen by the class teacher		