

## ENGLISH - CE2 / YEAR 4

### SPOKEN LANGUAGE

		P1	P2	P3	P4	P5	P6
Physical	Consider movement when addressing an audience						
	Use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke						
Linguistic	Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk						
	Know and use language that is acceptable in formal and informal situations with increasing confidence						
Cognitive	Give supporting evidence e.g. citing a text, a previous example or a historical event						
	Regularly offer answers that are supported with justifiable reasoning						
	Ask probing questions						
	Reflect on their own oracy skills and identify areas of strength and areas to improve						
	Seek specific additional information when necessary						
Social Emotional	Use more natural and subtle prompts for turn taking						
	Empathise with an audience						
	Consider the impact of their words on others when giving feedback						

<b>P1</b>	Sep-Oct	<b>P2</b>	Nov-Dec
<b>P3</b>	Jan-Feb	<b>P4</b>	Mar-Apr
<b>P5</b>	Apr-May	<b>P6</b>	Jun-Jul

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### READING

		P1	P2	P3	P4	P5	P6
Decoding and fluency	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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						
Range of reading	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks						
	Read books that are structured in different ways and reading for a range of purposes						
Familiarity with texts	Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally						
Poetry and performance	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action						
	Recognise some different forms of poetry						
Vocabulary	Use dictionaries to check the meaning of words that they have read						
	Check that the text makes sense to them, discussing their understanding/explaining the meaning of words in context						
	Use text before and after an unknown word to make a sensible guess						
Retrieve and record	Use a range of strategies to retrieve information from fiction and non-fiction and choose a way to record this						

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### READING

		P1	P2	P3	P4	P5	P6
Sequence and summarise	Identify main ideas and key events from a range of one paragraphs and summarising these						
Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions						
	Ask questions to improve understanding of a text						
	Justify inferences with evidence						
Prediction	Predict what might happen from details stated and implied						
	Use stated and clearly implied evidence to justify the prediction						
Explanation	Discuss words and phrases that capture the reader's interest and imagination, explaining the effect						
	Identify and explain how language, structure, and presentation contribute to meaning						
	Identify, explain and compare themes and conventions in a wide range of books						
	Identify basic features or organisation at sentence or text level						
	Use familiar non-fiction features independently to navigate through a text						
	Identify, compare and contrast themes, settings and plots across a wide range of fiction and non-fiction.						

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### WRITING - COMPOSITION

		P1	P2	P3	P4	P5	P6
Plan	Plan their writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.						
	Plan their writing by discussing and recording ideas						
Draft	Draft and write in narratives, using high quality vocabulary, creating settings, characters and plot with consideration for the audience and purpose						
	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using varied sentence structures						
	Draft and write by organising paragraphs around a theme so that blocks of text flow and ideas are grouped together						
	Draft and write non-narrative material, using simple organisational devices						
Evaluate	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, expanded noun phrases and fronted adverbials						
	Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials						

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### WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION

	P1	P2	P3	P4	P5	P6
Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon						
Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition						
Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!'						
Use apostrophes to mark plural possession e.g. the girl's name, the girls' names						
Use commas after fronted adverbials						
Understand the grammatical difference between the plural and the possessive -s						
Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done						
Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial						
Understand the following terms: - Independent clause, embedded clause - Compound sentence						
Use fronted adverbials e.g. Later that day, I heard...						
Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'						

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### WRITING - SPELLING

		P1	P2	P3	P4	P5	P6
Phonics	Understand the spelling rules that apply for words that contain: <ul style="list-style-type: none"> <li>- the /dʒ/ sound spelt g, ge or dge</li> <li>- the /n/ sound spelt kn or gn</li> <li>- the /r/ sound spelt wr</li> <li>- the /l/ or /əl/ sound spelt -le, or -el or -al</li> <li>- the /ei/ sound spelt ei, eigh, or ey</li> </ul>						
	Understand the spelling rules that apply to the /i/ sound spelt y elsewhere than at the end of words						
Homophones	<i>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</i>						
Prefixes	Understand the meaning of the following prefixes: mis- / mis- / in- / re-						
Suffixes	Understand the spelling rules that apply when words are ending with a sound like /ʃən/ spelt -tion, -sion, -ssion, -cian						
	Understand the spelling rules that apply when words are ending with a sound like: <ul style="list-style-type: none"> <li>- /ʒən/</li> <li>- /ʒə/ or /tʃə/</li> </ul>						
	Understand the spelling rules that apply for words ending in -ation						
	Understand the spelling rules that apply for words ending in: <ul style="list-style-type: none"> <li>- -ment, -ness, -ful, -less, -ly</li> <li>- -ous</li> </ul>						
Memorise the spelling of high-frequency words							