

Year 4 - National Curriculum Content Within the Mastery English Programme

English Reading		English Writing		
Word Reading	Comprehension	Composition	Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation - content
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas ● draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ● evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 - indicate grammatical and other features by: <ul style="list-style-type: none"> - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Word</p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p>Sentence</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p> <p>Text</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuation</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p> <p>Terminology for pupils</p> <p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

Please note that the Mastery English Programme does not include spelling or handwriting, which should be addressed elsewhere on the timetable.

Year 4 – Teacher Assessment Framework

English Writing		
Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p>The pupil is beginning to meet the following aims, with support, and can:</p> <ul style="list-style-type: none"> ● use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices) ● write narratives with a clear beginning, middle and end with a clear plot ● proofread and amend their own and others’ writing with growing confidence ● create more detailed settings, characters and plot in narratives ● organise their writing into paragraphs around a theme ● maintain accurate tense throughout a piece of writing ● use Standard English verb inflections mostly accurately, e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’ ● use the full range of punctuation from previous year groups ● use inverted commas at the beginning and end of direct speech ● use apostrophes for singular possession confidently and begin to use apostrophes for plural possession ● begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair ● begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it ● use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas ● spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial ● spell most words with suffixes correctly, e.g. usually, poisonous, adoration ● spell homophones correctly, e.g. which and witch ● spell many of the Year 3 and 4 statutory spelling words correctly ● use a neat, joined handwriting style consistently 	<p>The pupil is beginning to independently apply their knowledge and can:</p> <ul style="list-style-type: none"> ● write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) ● write narratives with a clear beginning, middle and end with a coherent plot ● proofread confidently and amend their own and others’ writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense ● create more detailed settings, characters and plot in narratives to engage the reader ● consistently organise their writing into paragraphs around a theme ● maintain an accurate tense throughout a piece of writing ● use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’ ● use the full range of punctuation from previous year groups ● use all the necessary punctuation in direct speech mostly accurately ● use apostrophes for singular and plural possession with increasing confidence ● expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair ● regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it ● use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas ● spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial ● spell all words with suffixes correctly, e.g. usually, poisonous, adoration ● spell homophones correctly, e.g. which and witch ● spell all of the Year 3 and 4 statutory spelling words correctly ● consistently use a neat, joined handwriting style 	<p>The pupil is beginning to independently apply their knowledge:</p> <ul style="list-style-type: none"> ● write a range of narratives that are well-structured and well-paced ● write a range of non-fiction texts that are well-structured with appropriate layout devices ● proofread consistently and amend their own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion ● create detailed settings, characters and plot in narratives to engage the reader and add atmosphere ● consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader ● always maintain an accurate tense throughout a piece of writing ● always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’ ● use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas ● consistently use apostrophes for singular and plural possession ● expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit ● consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc ● apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings) ● use their knowledge of word families to help with their spelling

Please refer to current moderation guidance and the latest version of the teacher assessment framework.

Year 4 – Mastery English

	Autumn Term	Spring Term	Summer Term
Whole Class Text	How to Train Your Dragon	Charlotte’s Web	Kaspar
Author	Cressida Cowell	EB White	Michael Morpurgo
Themes	Bullying/ peer pressure, being physically weaker than peers, teamwork, standing up for yourself, strength and courage on the inside, selflessness, bravery and cowardice, collaborative working, heroism, never leaving a friend behind, being true to yourself, searching for the truth, compassion adjusting to new and difficult circumstances, caring for and being kind to animals	Friendship, love, loyalty, farm life, and determination, perseverance, life and death	Bravery, risking life for others, adventure, survival, friendship, love, loyalty
Knowledge Focus	History of the Vikings (way of life, culture etc – always vicious? Always victorious?), dragons, Norse pagan mythology, tribe culture, maps and map skills and how the Vikings navigated, habitats and adaptation, myths and legends, PSHCE themes of feeling discouraged, having different views and beliefs, having a different opinion or acting differently from your friends	Animals, farming, the origins of food, spiders, habitats, lifecycles of animals, webs, PSHCE links to the values of friendship, loyalty, resilience, perseverance, life and death	History of the Titanic, orphan status, luxurious lifestyles, the gap between rich and poor, class, prejudice, cats, Russia and New York as locations, locations associated with the Titanic’s voyage, opera, ice bergs, servants
Text Specific Vocabulary	Viking, axe, sword, cannon, island, stubborn, hideous, apprentice, snarl, burp, scowl, wail, thump, grouped, initiation, hideous, gurgle, surplus, maul, retch, dwindle, ambush, shudder, surplus, stammer, beehive, haul, whimper, flair, hail, hiccup, stoic, burglar, endeavour, horrendous, freckled, smug, ordinary, snatch, patient, bay, mast, emerald green, strike, sneak, heir, nickname, disguise, execute, wrap, rudder, anxious, wriggle, hiccup, exile, banished, brute, coward, dominate, deceased, viscous, impressive, gargantuan, cormorants, ancestral, triumphantly, bustling, reverberated, murmured, sympathetically, outraged, modesty, hoist, gesture, infinitely, exotic, recruits, gesture, disqualify, monstrous, equipment, somersault, overgrown, serrated, reclusive, tasteless, perilous, claustrophobic, ominous, linger, ascent, penetrate, cacophony, obliged, initiation, armoured, billowed, inopportune	Runt, injustice, blissful, commotion, captivity, dazed, provender, marmalade, slops, sod, innocent, salutations, middling, manure, trough, compunctions, glutton, scruples, specimen, rummage, stowaway, gorge, indigestion, enchanted, discarded, miracle, racket, loot, pummel, surpass, drearily, forlorn, phenomenon, appalled, confession, gaze, fetch, rigid, oblige, frolic, radiant, incessant, peered, vanished, vaguely, gratified, rambles, budge, gloomily, dozed, bewilderment, detest, gosling, crumple, leftovers, gullible, pasture, chuckle, solemnly, instincts, sternly, monotonous, reputation, listless, humble, magnum opus, occupation, desolation, devoted, promptly, stealthily, cunning, anaesthetic, envy boasting, gullible, descended, perspiration, pleasantly, approximately, appropriate, sedentary, conspiracy, nevertheless, miserable, distribute, bristly, adamant, inevitable, morsel, decency, hysteric, fetching, queer, discouraged, swathes, hoisted	Luggage, bell boy, misdemeanour, slouching, menacingly, jaunty, wailing, lament, foreign, infamous, haughtiness, arrogance, aristocrat, magnificently, basking, unashamedly, aura, grace, grandeur, abandoned, nimbly, generous, flourish, mocking, claiming, tentatively, essential, elegant, gurgle, absence, disdain, sarcastically, ungrateful, supercilious, endearing, relished, aloofness, majestically, withering, despised, berated, speechless, stunned, shamefaced, rapturous, ovation, scarcely, plunged, piteously, sleekness, grieving, utterly, circumstance, stiff, prim and proper, standoffish, ravenously, irritation, intently, mascot, mischievous, precaution, conspiracy, monologue, kerfuffle, ranting, shrill, fulminating, parapet, haul, oblivious, triumphantly, defiantly, gratitude, maiden voyage, vindictive, crestfallen, palatial, splendour, grander, contrary, sinewy, invigorate, stowaway, nonchalantly, forelock, steerage, berate, scorched, marvelled, glancing blow, corralled, cordon, cumbersome, manhandle, clambering, buoyancy, littered, intermittently, despair, taciturn, conspiratorially,

Writing Opportunities	Character description Setting description Diary Non- chronological report Persuasive writing Narrative writing	Diary Newspaper report Information text on spiders Persuasive letter Writing from Fern’s point of view An advert	Diary Action and dialogue Newspaper Non-chronological report Narrative Letter
Key Grammar and Punctuation	Revision: adjectives, nouns, adverbs, verbs, subordinating and main clauses, complex sentences, fronted adverbials, questions, pronouns for cohesion, expanded noun phrases, possessive apostrophe with singular and plural nouns, paragraphing, subheadings, headings New to Y4: multiple clause sentences, manipulation of the adverbial word/phrase for effect, personal and possessive pronouns, to use the present perfect form of verbs in contrast to the past tense, auxiliary verbs, fronted adverbials to express time and cause, using the conditional ‘if’, formal and informal writing style	Revision: adjectives, expanded noun phrases, co-ordinating and subordinating conjunctions, adverbs, adverbial phrases, fronted adverbials, time conjunctions, commands, first person pronouns, past tense, questions, exclamation sentences, reported speech, direct speech, complex sentences, speech marks, inverted commas, synonyms, subheadings, paragraphs, homophones, past and present verbs, beginning a sentence with an adverbial phrase, beginning a sentence with a conjunction, verbs and nouns, adverbs New to Y4: antonym, relative clauses, semi colons in place of a conjunction in a compound sentence, independent clauses, formal and informal language, possessive pronouns, future tense, the object within a statement sentence, further uses of adverbs, first person pronouns,	Revision: paragraphs, fronted adverbials, first person, past tense, adjectives and comparative suffixes, using and punctuating direct speech, headlines, headings/subheadings, third person, pronouns, subordinate clauses, main clauses, complex sentence structure, subordinating conjunctions, beginning a sentence with a subordinating conjunction, contractions New to Y4: using a verb –ing suffix opening word/phrase followed by a comma to begin a sentence, fronted adverbials as a cohesive device, avoiding subject sentence starters,
Features of Effective Writing	Senses exploration, metaphors, similes, sub-headings/headings, technical vocabulary, note-taking, formal language, rhetorical questions, exaggeration, emotive language, similes, building tension	Headlines, reported speech, direct speech, alliteration, rhyme, puns, dialogue, note-taking, sub-headings, technical vocabulary, formal language, rhetorical questions, exaggeration, summarising, show not tell technique, dialogue, slogans, senses exploration	Repetition, summarising, informal language, emotive vocabulary, short sentences, building tension, dialogue, headlines, direct speech, reported speech, conclusion, senses exploration, note-taking, technical vocabulary, formal language, concluding paragraph