

Year 4 Medium term plan

Reading	Writing	Spelling	Speaking and Listening	Handwriting
<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>Aut</p>			
<ul style="list-style-type: none"> ● To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. ● To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* ● To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. ● To discuss and compare texts from a wide variety of genres and writers. ● To read for a range of purposes. ● To identify themes and conventions in a wide range of books. ● To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). ● To identify how language, structure and presentation contribute to meaning. ● To identify main ideas drawn from more than one paragraph and summarise these. ● Discuss vocabulary used to capture readers' interest and imagination. ● To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. ● To justify predictions from details stated and implied. ● To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). ● To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. ● To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. ● To use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> ● To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. ● To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. ● To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion. ● To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). ● To write a range of narratives that are well-structured and well-paced. ● To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. ● To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. ● To always maintain an accurate tense throughout a piece of writing. ● To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. ● To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. ● To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. ● To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. ● To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. ● To consistently use apostrophes for singular and plural possession. ● To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial 	<ul style="list-style-type: none"> ● To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). ● To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). ● To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). ● To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). ● To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent). ● To spell many of the Y5 and Y6 statutory spelling words correctly. ● To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). ● To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). ● To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). ● To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). ● To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. ● To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 	<ul style="list-style-type: none"> ● To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. ● To follow complex directions/multi-step instructions without the need for repetition. ● To generate relevant questions to ask a specific speaker/audience in response to what has been said. ● To regularly offer answers that are supported with justifiable reasoning. ● To use intonation when reading aloud to emphasise punctuation. ● To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. ● To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. ● To discuss the language choices of other speakers and how this may vary in different situations. ● To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. ● To know and use language that is acceptable in formal and informal situations with increasing confidence. ● To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. ● To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. ● To debate issues and make their opinions on topics clear. ● To adapt their ideas in response to new information. ● To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. ● To begin to challenge opinions with respect. ● To engage in meaningful discussions in all areas of the curriculum. 	<ul style="list-style-type: none"> ● To 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]. ● To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.