

## Year 4 English Map 2023-24

Objectives typed in blue are the key performance indicators (KPIs).

Objectives which must be promoted/taught throughout the year:
Spoken Language (Years 1-6)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ articulate and justify answers, arguments and opinions</li> <li>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>▪ gain, maintain and monitor the interest of the listener(s)</li> <li>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>▪ select and use appropriate registers for effective communication</li> </ul>
Reading - Decoding
<ul style="list-style-type: none"> <li>▪ Apply phonic knowledge and skills as the route to decode words</li> <li>▪ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>▪ Read accurately by blending sounds in unfamiliar words containing GPCs2 that have been taught (e.g. coach, morning, cried)</li> <li>▪ Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>▪ Re-read these books to build up their fluency and confidence in word reading</li> </ul>
Reading - Comprehension
<ul style="list-style-type: none"> <li>▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences</li> <li>▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>▪ Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>
Writing - Transcription
<ul style="list-style-type: none"> <li>▪ Spell words containing each of the 40+ phonemes already taught</li> <li>▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (RWI – hold a sentence)</li> </ul>

Summer 2: Follow the Rules							
	Outcomes	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 2 – 7 weeks	<ul style="list-style-type: none"> <li>Two Big Write pieces.</li> <li>Writing newspaper articles/match reports for different sporting events. You may wish to use video stimulus for this or a key sporting moment from history - Euros 1996, England Vs Germany and the penalty shoot-out. The 2012 Olympic Super Sunday, the Paralympics etc.</li> </ul>	<ul style="list-style-type: none"> <li>Writing a biography for one of the following people: Muhammad Ali or Lea Williamson.</li> <li>Writing the rules for a game.</li> </ul>	<ul style="list-style-type: none"> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (e.g. business, medicine, separate, surprise.)</li> <li>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</li> <li>Homophones and near-homophones (see list in NC appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Spell further homophones</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by: 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>Plan their writing by: discussing and recording ideas</li> <li>Draft and write by: organising paragraphs around a theme</li> <li>Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings</li> </ul>	<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>Using conjunctions, adverbs and prepositions to express time and cause: KPI uses fronted adverbials</li> <li>Word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>
<b>Year group non-negotiables to be taught through every lesson</b>							
<b>Spoken language</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>						