



The Year 4 English Learner

Approach

English skills are key to a child's development. At St John's, we aim for our active curriculum to embrace language in all its aspects throughout the whole of the school day. Children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres).

Teachers follow the Teaching Sequence for Writing, which means that children firstly will be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply it into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

Y4 English Coverage

The Year 4 English curriculum consists of the following modules:

Traditional Tales - Myths (quests)

Reports

Poetry

Writing and performing plays

Persuasion

Story settings

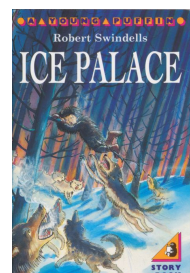
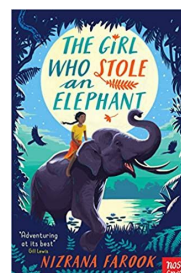
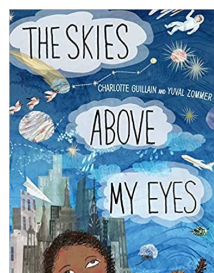
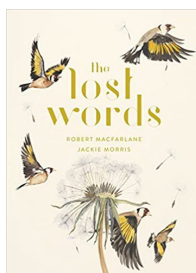
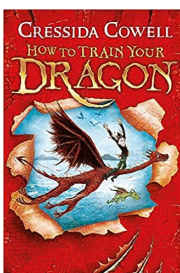
Stories with a theme

Discussion

Explanation

These modules will be taught through enriched thematic topics across the year.

Your child will encounter a whole range of key poets and authors through which they will be immersed in new vocabulary and writing styles.



Curriculum Content

Speaking and Listening

At St John's, we encourage oracy skills and know these are the foundation stones for fluent Literacy skills. Throughout the school day, children are actively encouraged to discuss and communicate with the whole school family as much as possible.

The children will become more familiar with and confident in using language in a greater variety of situations. They will, for example:

- Ask relevant questions to extend their understanding and knowledge
- Use strategies to build their vocabulary
- Give well structured descriptions, explanations and narratives for different purposes
- Articulate and justify answers, arguments and opinions
- Actively participate in collaborative conversations, staying on topic
- Speculate, hypothesise, imagine and explore ideas
- Participate in presentations, performances, role play, improvisation and debates
- Consider and evaluate different viewpoints

Progression in Oracy				
SKILLS	Apprentice	Developing	Confident	Expert
Physical	<ul style="list-style-type: none"> - I am starting to project my voice so everyone can hear it. - I am starting to vary the pitch, tone and rhythm of my voice. - I am beginning to use gestures and body movement to help convey the points I want to make. 	<ul style="list-style-type: none"> - I can develop my presence as a performer, controlling my voice and movement. - I can use several different tones of voice and adapt my voice to the context. - I can use subtle gestures and body language to indicate a range of different emotions. 	<ul style="list-style-type: none"> - I know how to vary my body language and tone of voice, adapting them to the situation and to what I am trying to say. - I have a range of subtle changes in tone, pitch and movement to suit different genres of talk. 	<ul style="list-style-type: none"> - I can control my voice and body with fluency and precision. - I can teach others how to use their voice and body. - I am always at home in the context.
Linguistic	<ul style="list-style-type: none"> - I can use a limited vocabulary well. - I am starting to choose my words more precisely. - I can distinguish between informal and formal settings. - I can identify different types of language: metaphor, tripling, emphasis. 	<ul style="list-style-type: none"> - I can use a range of descriptive words to suit different situations and use the 5 senses to ground my story. - I can use full sentences with connectives and speak fluently without repetition for several sentences. - I can speak formally, e.g. without using filler words (such as 'like'), and with dictionary words instead of street slang. 	<ul style="list-style-type: none"> - I can construct language effectively for a range of purposes, e.g. to persuade someone. - I can use the subject specific language of different disciplines, e.g. talk like a scientist, historian, mathematician, tour guide. - I deploy excellent grammar when talking, using full sentences. - I can select precise language and idiom to suit different audiences. 	<ul style="list-style-type: none"> - I can deploy language with great precision and nuance. - I can use a wide range of vocabulary, idioms and expressions to suit any audience. - I can engage with ideas at a high level and express my ideas fluently in any setting. - I can develop the linguistic tools of others.
Cognitive	<ul style="list-style-type: none"> - I am beginning to identify what makes a good argument. - I can use evidence to back up my point. - I can order my talk into a beginning, middle and end. 	<ul style="list-style-type: none"> - I can pursue a line of enquiry. - I can spot flaws in other people's arguments. - I can ask a range of questions including probing questions. - I can choose and organise the content of my speech to convey clear meaning. 	<ul style="list-style-type: none"> - I can take on different roles in discussion and can see both sides of an argument. - I can use different thinking skills to engage with challenging material. - I can summarise an argument and identify good and bad arguments. - I can analyse arguments and select evidence to defend or rebut a position. 	<ul style="list-style-type: none"> - I can take into account the level of understanding of an audience and adapt my language. - I can marshal sophisticated arguments and use language and different genres of speech. - I can use and select metaphor, humour, irony, mimicry and other rhetorical devices with flair and imagination to make my argument come alive.
Emotional social	<ul style="list-style-type: none"> - I can find the confidence to speak in front of an audience. - I show proof of listening. - I can understand my character strengths and can build on them. - I can support others in a discussion. 	<ul style="list-style-type: none"> - I can take turns in discussion and listen to others and respond to their points. - I can follow ground rules and make sense of them to others. - I put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation. - I listen attentively to what others are saying and play back to them what they have said. 	<ul style="list-style-type: none"> - I can tell a story with no notes that engages an audience. - I can read an audience and change my language, tone and pitch to connect with it. - I can respond to and build on the feelings and views of others. - I can develop the well-being of others through coaching and other techniques. 	<ul style="list-style-type: none"> - I can take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc. - I can lead/ chair a discussion in a range of contexts, making everyone feel involved.

Reading

We are a school that encourages and supports a love for reading. This is achieved through a variety of reading schemes and real books which ensures steps of progress.

The reading part of the curriculum is broken down into 'word reading' and 'comprehension'.

At this stage, word reading skills (including phonics) will continue to be taught, but the main focus will be helping children to understand what they are reading (comprehension). In comprehension children will be taught key skills to enable them to read, understand and enjoy a wide range of books.

In reading lessons the emphasis is on retrieval skills, drawing out evidence to support judgements, making inferences and deductions and exploring the deeper meaning of texts and the effect of language that each the author uses.

Pupils are encouraged to:

- Self-select age-related appropriate books
- Expand and embed retrieval skills
- Draw out evidence to support judgements
- Make inferences and deductions
- Explore the deeper meaning of texts
- Analyse the effect of language that each author uses

Recommended reading list: [Click here for Year 4 reading List](#)

Writing

Across the whole curriculum, children at St John's are given opportunities to become authors using many different writing styles. For example, scientific vocabulary for recording a science experiment and writing as a historian.

Children in year 4 will develop their writing through the following areas:

Transcription:

- Use taught prefixes and suffixes and understand how to add them
- Spell homophones and words that are often misspelt
- Place the possessive apostrophe accurately in words with irregular plurals
- Use the first two or three letters of a word to check its spelling in a dictionary

- Write simple sentences from memory

Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters are best left unjoined
- Increase the legibility, consistency and quality of their handwriting

Composition:

- Plan their writing by:
 - discussing pieces of writing that are similar to the style they are going to write to understand and learn from its structure, vocabulary and grammar
 - discuss and record ideas
- Draft and write by:
 - composing and rehearsing sentences orally, using an increasing range of sentence structures
 - organising paragraphs around a theme
 - creating settings, character and plot in narratives
 - in non-narrative material, use organisation devices [headings, sub-headings]
- Evaluate and edit by:
 - assessing the effectiveness of their own and others' writing, suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - reading aloud their own writing to a group or whole class, using appropriate intonation and controlling tone and volume

Vocabulary, Grammar and Punctuation

- extending the range of sentences with more than one clause, using a wider range of conjunctions [when, if, because, although]
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns and pronouns appropriately for clarity and cohesion to avoid repetition
- using conjunctions, adverbs, prepositions to express time and cause
- using fronted adverbials, and remembering to use commas after
- using and punctuating direct speech
- understanding the grammatical terminology and using it appropriately when discussing their writing and reading

[Link to the school scheme for handwriting](#)