

Objectives for Year 4 Term 1

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Justify a view by giving reasons and evidence Make notes when listening Use inclusion techniques in a group e.g. questions, eye contact, people's names</p> <p>Drama Articulate clearly and project the voice</p>	<p>Word Reading Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis</p> <p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify how the layout in book and screen-based texts aids the reader</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Create writing which is organised, imaginative and clear Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use exciting and interesting vocabulary appropriate to the text type Use paragraphs to organise ideas around a theme Use stanzas to structure content in poems Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 4)</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use connectives for cohesion across a text Identify determiners Use inverted commas and other speech</p>	<p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell words with the suffix -ly Spell words with the -sure ending Spell words with the -ture ending Spell words with the suffix -ous Spell words with the suffix -al Spell words with the suffix -ary Spell words with the suffix -ic Spell common homophones e.g. fair/fare, break/brake Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Improve the quality of handwriting by tackling any issues consistently Develop fluency in typing</p>

	<p>Discuss language which has captured their interest Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text Make connections between texts in terms of plot, similar characters, same author etc.</p> <p>Being a Researcher Distinguish between fact and opinion in order to verify the accuracy and reliability of information Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p>punctuation appropriately Use a wider range of conjunctions to extend sentences including when, if, because, although</p>	
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