

The Year 4 Learner

Approach

In English lessons, 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 will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply 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:

Poetry Modules

- Poetry (Vocabulary Building)

The children will build on their understanding of figurative language and imagery in order to develop a rich vocabulary for their poetry writing.

- Riddles

The children will create their own riddles based on our Anglo Saxon topic.

- Narrative poetry

The children will work collectively to construct a class narrative poem based on classic narrative poetry.

Key poets your children will encounter are:

Pie Corbett; John Cotton; Nick Toczek; Leo Ayles; Jo Peters; Tony Mitton; John Foster; Richard Caley

Non Fiction Text Type Modules

- Report writing

The children will write a report about the Sutton Hoo findings in Suffolk – this unit links to our Anglo Saxon topic.

- Persuasive writing

Using issues that matter to the children, they will write persuasive letters.

- Discussion texts

Using a range of texts, the children will learn to identify writer's purpose and use this in their own work.

- Explanation texts

The children will report and present their findings from scientific enquiries.

Narrative Modules

- Traditional tales

Using Hindu stories, the children will take inspiration from the use of characters and events to write their own versions of the stories.

Key texts your children will encounter:

Hindu Tales by Anita Ganeri

- Story settings

Using settings from class texts the children will write their own original stories based in that setting.

The author and text your children will encounter:

The Lion, the Witch and the Wardrobe by CS Lewis

- Play scripts

Having read 'The Jungle Book', the children will turn this narrative into a play script to perform.

Key author your children will encounter:

Rudyard Kipling

- Stories with a theme

Using SEAL and PSCHE, the children will identify the themes in given texts and create their own themed stories.

Key author your children will encounter:

Antony Browne

Recommended reading list:

Traditional Tales

The Firework Maker's Daughter - Phillip Pullman

The Hobbit – J.R.R. Tolkien

Harry Potter and the Philosopher's Stone – J.K. Rowling

Peter Pan in Scarlet - Geraldine McCaughrean

The Wooden Horse - Geraldine McCaughrean

Mission to marathon – Geoffrey Trease

Secret History of Tom Trueheart – Ian Beck

The Saga of Biorn <http://www.literacyshed.com/the-myths-and-legends-shed.html>

King Midas <http://www.literacyshed.com/the-myths-and-legends-shed.html>

Arachne <http://www.literacyshed.com/the-myths-and-legends-shed.html>

George and the dragon animation

http://www.nationalgallery.org.uk/learning/inspired-by-the-collection/3d-animation/*/chooseMedia/3/

Journeys and quests - <http://www.pinterest.com/PrimaryEngEd/journeys-and-quests/>

Stories set in imaginary worlds

The Dream Master - Theresa Breslin
Aquila (science-fiction) - Andrew Norriss
The Widow's Broom - Chris Van Allsburg
Dragon's Child - Jenny Nimmo
Seth and the Strangers - Jenny Nimmo

Stories set in other countries

Jane & Lewis Kurtz E.B. Mamo on the mountain – (Ethopia)
The true story of Balto - Natalie Staniford (Arctic)
Anna Hibiscus – Atinuke (Nigeria)
The Big Book of Betsey Biggalow - Malorie Blackman (West Indies)
Sophie and the Albino Camel - Stephen Davies (Sahara Desert)
Elephant child – Mary Ellis (African savannah)
Grandpa's Indian Summer - Jamila Gavin (India)
The Colour of Home – Mary Hoffman (Somalia)
A fistful of pearls and other tales from Iraq – Elizabeth Laird

Stories with historical settings

Street Child - Berlie Doherty
Across the Roman Wall - Theresa Breslin
The Time Travelling Cat - Julia Jarman
The Roman Eagle - Julia Jarman
The Tudor Treasure - Julia Jarman
The Egyptian Goddess - Julia Jarman
The Aztec Sacrifice - Julia Jarman
The Viking Terror - Julia Jarman
Roger's War - Robert Swindells
Meet me by the steelmen - Teresa Tomlinson

Stories with a theme

The Angel of Nitshill Road (bullying) – Anne Fine
Secret Friends (bullying/peer pressure) - Elizabeth Laird
The Forbidden Game (bullying) – Malorie Blackman
The Widow's Broom (prejudice - being different/misunderstood) - Chris Van Allsburg
Prosper's Mountain (prejudice - being different/misunderstood) - Henrietta Branford
Rat heaven - Jeanne Willis (different points of view)
Voices in the Park – Anthony Browne (different points of view)
Dear Mrs LaRue; Letters from Obedience School (being misunderstood/different points of view) - Mark Teague
Big Ben - Rachel Anderson (disability)
Fred (bereavement) – Posy Simmonds
Cloud Busting (friendship/bullying) - Malorie Blackman

Curriculum Content

Speaking and Listening

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other view points
- Speak clearly and in different ways for drama, formal presentations and debate.

Reading

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

In word reading children will be taught to read and understand the meaning of new words using the skills they have learned previously and building on learning in year 3. Children will develop the fluency and stamina to read longer texts and the focus for the Year 4 learner is comprehension. Children will be taught key skills to enable them to read, understand and enjoy a wide range of books. They will, for example:

- Summarise the main ideas of a text
- Justify their opinion of particular characters
- Discuss ideas that are not obviously described in a text eg 'Explain why the character may have felt like this.'
- Note how the author chooses language to create a mood or atmosphere
- Identify the structures or features of particular non-fiction texts

We are able to provide you with lists of age appropriate texts to support the learning

<http://www.booktrust.org.uk/books/bookfinder/>

<http://www.educatingtogether.co.uk/page/readinglist>

<http://www.pinterest.com/PrimaryEngEd/journeys-and-quests/>

Winter theme - <http://www.pinterest.com/PrimaryEngEd/winter-theme/>

Sports theme - <http://www.pinterest.com/PrimaryEngEd/sports-themed/>

Forbidden food - <http://www.pinterest.com/PrimaryEngEd/forbidden-food/>

Books with wishes - <http://www.pinterest.com/PrimaryEngEd/books-with-wishes/>

Books with historical settings - <http://www.pinterest.com/PrimaryEngEd/books-with-a-historical-setting/>

Visual story starters - <http://www.pinterest.com/PrimaryEngEd/visual-story-starters/>

Story settings - <http://www.pinterest.com/PrimaryEngEd/story-settings/>

Writing

Writing is developed through teaching the following:

Spelling: Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, building on the spellings taught in Year 3. They will continue to practise and use the words included in Appendix 1 of the National Curriculum for years 3 & 4.

Handwriting: This will continue to be taught, with the aim of increasing children's consistency and fluency throughout their independent writing.

Composition (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Organise their writing into clear paragraphs
- Use an increasing range of sentence structures
- Expand sentences by adding detail
- Write for a range of purposes and audiences as part of their work across the curriculum.
In year 4 this will include (cross curricular example, schools to insert their own)

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

Should you wish for a more detailed explanation, please follow this link to the [Primary National Curriculum document](#)