

SPPS Y4 English Overview and Objectives

Suggested Books	Genre/ text type
<p>A Walk in London by Salvatore Rubbino</p> <p>This is London</p> <p>The Boy, the Bear, the Baron, the Bard</p> <p>Flotsam by David Weiner</p> <p>Boudica (various sources)</p> <p>Black Dog by Levi Pinfold</p> <p>Egyptian God stories</p> <p>Howard Carter sources</p>	<p>Adventure stories</p> <p>Stories from another culture</p> <p>Retelling own versions of stories.</p> <p>Play scripts</p> <p>Poetry</p> <p>Biographies/ factfiles</p> <p>Newspapers/ recounts</p> <p>Information</p> <p>Persuasion - letters</p>

➤ Refer also to **SPPS Y1-6 English Glossary**

*Introduced to year group

** Introduced in previous year, needs revision.

***SPPS objectives or suggested topics / activities

ENGLISH: PART 1 OF 2			
Spoken Word	Word Reading	Comprehension	Writing – transcription
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop 	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, Year 3-4 Spelling</p> <ul style="list-style-type: none"> both to read aloud and to understand the meaning of new words they meet read further exception words, noting 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination 	<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] The grammatical difference between plural and possessive

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ENGLISH: PART 1 OF 2

Spoken Word	Word Reading	Comprehension	Writing – transcription
<p>understanding through speculating, hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 	<p>the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<ul style="list-style-type: none"> ▪ recognising some different forms of poetry [for example, free verse, narrative poetry] ▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning ▪ retrieve and record information from non-fiction <ul style="list-style-type: none"> ▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>–s</p> <ul style="list-style-type: none"> ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

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ENGLISH: PART 2 OF 2

Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, 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]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition use fronted adverbials use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) use commas after fronted adverbials indicate possession by using the possessive apostrophe with plural nouns use and punctuating direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] use and understand the grammatical terminology: determiner, pronoun, possessive pronoun, adverbial

SPPS Y4 English Overview and Objectives

ENGLISH: PART 3 OF 3		
Spelling		
<u>Revision of suffix work in year 3</u>		
Statutory Requirement	Rules and guidance	Examples
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt – sure.</p> <p>The ending sounding like /tʃə/ is often spelt – ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion .	division, invasion, confusion, decision, collision, television
The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are –ion and –ian . Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission

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ENGLISH: PART 3 OF 3		
Spelling		
	<p>letters of the root word.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>-cian is used if the root word ends in c or cs.</p>	<p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but is added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll,

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ENGLISH: PART 3 OF 3				
Spelling				
				knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
<p>Year 3/4 spelling list to run across both years - To find ways of remembering words that are often mis-spelt because of unstressed vowels or irregular spelling patterns. (Use of mnemonics is recommended here as well as building whole class dictionaries and using spelling journals to inform and support word recognition. Where possible use contextual methods, placing the words in sentences and using within modelled writing.)</p>				
accident(ally)	decide	guide	notice	regular
actual(ly)	describe	heard	occasion(ally)	reign
address	different	heart	often	remember
answer	difficult	height	opposite	sentence
appear	disappear	history	ordinary	separate
arrive	early	imagine	particular	special
believe	earth	increase	peculiar	straight
bicycle	eight/eighth	important	perhaps	strange
breath	enough	interest	popular	strength
breathe	exercise	island	position	suppose
build	experience	knowledge	possess(ion)	surprise
busy/business	experiment	learn	possible	therefore
calendar	extreme	length	potatoes	though/although
caught	famous	library	pressure	thought
centre	favourite	material	probably	through
century	February	medicine	promise	various
certain	forward(s)	mention	purpose	weight
circle	fruit	minute	quarter	woman/women
complete	grammar	natural	question	
consider	group	naughty	recent	

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