



## Grade 4 English Curriculum Framework Document

### Phonics, spelling and vocabulary

1. Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes, and suffixes.
2. Confirm all forms of the verb *to be* and know when to use each form.
3. Apply phonic/spelling, graphic, grammatical, and contextual knowledge in reading unfamiliar words.
4. Identify syllabic patterns in multisyllabic words.
5. Spell words which share common letter strings but have different pronunciations, e.g. *tough, through, trough, plough*.
6. Investigate spelling patterns; generate and test rules that govern common spelling patterns.
7. Revise rules for spelling words with common inflections, e.g. *-ing, -ed, -s*.
8. Extend earlier work on prefixes and suffixes.
9. Match spelling to meaning when words sound the same (homophones), e.g. *to/two/too, right/write*.
10. Use all the letters in sequence for alphabetical ordering.
11. Check and correct spellings and identify words that need to be learned.
12. Use more powerful verbs, e.g. *rushed* instead of *went*.
13. Explore degrees of intensity in adjectives, e.g. *cold, tepid, warm, hot*.
14. Look for alternatives for overused words and expressions.
15. Collect and classify words with common roots, e.g. *invent, prevent*.
16. Build words from other words with similar meanings, e.g. *medical, medicine*.

### Grammar and punctuation

#### Reading

1. Use knowledge of punctuation and grammar to read with fluency, understanding, and expression.
2. Identify all the punctuation marks and respond to them when reading.
3. Learn the use of the apostrophe to show possession, e.g. *girl's, girls'*.
4. Practise using commas to mark out meaning within sentences.
5. Identify adverbs and their impact on meaning.
6. Investigate past, present, and future tenses of verbs.
7. Investigate the grammar of different sentences: statements, questions, and orders.
8. Understand the use of connectives to structure an argument, e.g. *if, although*.

#### Writing

1. Use a range of end-of-sentence punctuation with accuracy.
2. Use speech marks and begin to use other associated punctuation.
3. Experiment with varying tenses within texts, e.g. in dialogue.
4. Use a wider variety of connectives in an increasing range of sentences.

5. Re-read own writing to check punctuation and grammatical sense.

## Reading

The following genres and text types are recommended for Grade 4:

- Fiction and poetry: historical stories, stories set in imaginary worlds, stories from other cultures, real life stories with issues/dilemmas, poetry and plays including imagery.*
- Non-fiction: newspapers and magazines, reference texts, explanations, persuasion including advertisements.*

## Fiction and poetry

1. Extend the range of the students' reading.
2. Explore the different processes of reading silently and reading aloud.
3. Investigate how settings and characters are built up from details and identify key words and phrases.
4. Explore implicit as well as explicit meanings within a text.
5. Recognise meaning in figurative language.
6. Understand the main stages in a story from introduction to resolution.
7. Explore narrative order and the focus on significant events.
8. Retell or paraphrase events from the text in response to questions.
9. Understand how expressive and descriptive language creates mood.
10. Express a personal response to a text and link characters and settings to personal experience.
11. Read further stories or poems by a favourite writer, and compare them.
12. Read and perform play-scripts, exploring how scenes are built up.
13. Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. *as*, and ... *as a* ....
14. Compare and contrast poems and investigate poetic features.

## Non-fiction

1. Understand how points are ordered to make a coherent argument.
2. Understand how paragraphs and chapters are used to organise ideas.
3. Identify different types of non-fiction text and their known key features.
4. Read newspaper reports and consider how they engage the reader.
5. Investigate how persuasive writing is used to convince a reader.
6. Note key words and phrases to identify the main points in a passage.
7. Distinguish between fact and opinion in print and ICT sources.

## Writing

### Fiction

1. Explore different ways of planning stories, and write longer stories from plans.
2. Elaborate on basic information with some detail.
3. Write character profiles, using detail to capture the reader's imagination.
4. Explore alternative openings and endings for stories.
5. Begin to adopt a viewpoint as a writer, expressing opinions about characters or places.
6. Begin to use paragraphs more consistently to organise and sequence ideas.
7. Choose and compare words to strengthen the impact of writing, including some powerful verbs.

### **Non-fiction**

1. Explore the layout and presentation of writing, in the context of helping it to fit its purpose.
2. Show awareness of the reader by adopting an appropriate style or viewpoint.
3. Write newspaper-style reports, instructions, and non-chronological reports.
4. Present an explanation or a point of view in ordered points, e.g. in a letter.
5. Collect and present information from non-fiction texts.
6. Make short notes from a text and use these to aid writing.
7. Summarise a sentence or a paragraph in a limited number of words.

### **Presentation**

1. Use joined-up handwriting in all writing.

### **Speaking and listening**

1. Organise ideas in a longer speaking turn to help the listener.
2. Vary use of vocabulary and level of detail according to purpose.
3. Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments.
4. Deal politely with opposing points of view.
5. Listen carefully whilst in discussion, contributing relevant comments and questions.
6. Adapt the pace and loudness of speaking appropriately when performing or reading aloud.
7. Adapt speech and gesture to create a character in drama.
8. Comment on different ways that meaning can be expressed in own and others' talk.