



Reading	
Reading for pleasure /Decoding	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays , non-fiction and reference books. Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read.</li> <li>Participate in discussion about both books that are read to them and that they can read for themselves, taking turns and listening to what others say.</li> <li>Meet Yr 4 spelling expectations ( see Appendix A)</li> <li>Read more exception words, noting the usual correspondences between spelling and sound and where these occur in the word.</li> <li>Apply knowledge of root words and suffixes and understand the meaning of new words created.</li> <li>Read books that are structured in different ways and read for a range of purposes.</li> </ul>
Deduce and Infer	<ul style="list-style-type: none"> <li>Retrieve and record information from non- fiction texts.</li> <li>Predict what might happen from details stated and implied.</li> <li>Refer to the text to support opinions .</li> <li>Discuss their understanding and explain the meaning of words in context</li> <li>Draw inferences such as inferring character's feelings, thought and motives from their actions, and justifying inferences from evidence.</li> </ul>
Language for Effect	<ul style="list-style-type: none"> <li>Identify how language , structure and presentation contribute to meaning.</li> <li>Explore the meaning of adventurous vocabulary.</li> <li>Use the structure of the word and knowledge of etymology to find the meaning of unknown words.</li> </ul>
Themes	<ul style="list-style-type: none"> <li>Identify main themes/ideas based on evidence drawn from different points in the text.</li> <li>Compare the structure of different stories to discover how they differ in pace, build-up, sequence, complication and resolution.</li> </ul>
Writing	
Transcription	<ul style="list-style-type: none"> <li>Meet Year 4 spelling expectations (see Appendix A) .</li> <li>Understand homophones and near homophones correctly.</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined.</li> <li>Increase the legibility , consistency and quality of handwriting.</li> <li>Ensure lines are spaced sufficiently so that ascenders and descenders of letters do not touch.</li> <li>Can use the first three letters of a word to check the spellings of new words.</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>Can use the present perfect form of verbs in contrast to the past tense.</li> <li>Can use pronouns appropriately to avoid repeating the noun.</li> <li>Can express time, place and cause using conjunctions , adverbs or prepositions.</li> <li>Can use a variety of sentences with more than one clause.</li> <li>Can use paragraphs as a way to group related material.</li> <li>Can use fronted adverbials.</li> <li>Can write, from memory, sentences dictated by the teacher, with correct punctuation.</li> </ul>
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>Can use inverted commas to punctuate direct speech</li> <li>Can use commas after fronted adverbials.</li> <li>Can use a comma to mark a pause in a complex sentence.</li> <li>Can indicate possession by using the possessive apostrophe with plural nouns.</li> <li>Can indicate omission by using the ommissive apostrophe.</li> <li>Can use specific nouns and powerful verbs effectively and purposefully.</li> <li>Can use pronouns to avoid repetition or ambiguity.</li> <li>Explain and demonstrate the difference between plural and possessive 's'.</li> <li>Can use the standard English forms verb inflection ( e.g we were not we was)</li> </ul>
Composition	<ul style="list-style-type: none"> <li>Identify the features for a range of genres and use this to plan my writing.</li> <li>Organise my writing in paragraphs around a clear theme.</li> <li>Suggest changes to grammar and punctuation to improve clarity of writing.</li> <li>Create settings, character and plot in narrative writing, with a clear thread.</li> </ul>

Spelling		
Revision of Y1 and Y2	Pay special attention to the rules for adding suffixes.	
	Adding suffixes beginning with vowel letters to words of more than one syllable	<i>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</i>
	The isound spelt y elsewhere than at the end of words / /	<i>myth, gym, Egypt, pyramid, mystery</i>
	The sound spelt ou /n/	<i>young, touch, double, trouble, country</i>
	More prefixes	<i>dis-</i> : disappoint, disagree, disobey <i>mis-</i> : misbehave, mislead, misspell (mis + spell) <i>in-</i> : inactive, incorrect <i>illegal, illegible</i> <i>immature, immortal, impossible, impatient, imperfect</i> <i>irregular, irrelevant, irresponsible</i> <i>re-</i> : redo, refresh, return, reappear, redecorate <i>sub-</i> : subdivide, subheading, submarine, submerge <i>inter-</i> : interact, intercity, international, interrelated (inter + related) <i>super-</i> : supermarket, superman, superstar <i>anti-</i> : antiseptic, anti-clockwise, antisocial <i>auto-</i> : autobiography, autograph
	The suffix -ation	<i>information, adoration, sensation, preparation, admiration</i>
	The suffix -ly	<i>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</i> <i>happily, angrily, gently, simply, humbly, nobly</i> <i>basically, frantically, dramatically</i>
	Words with endings sounding like /ʒə/ or /t ə/	<i>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</i>
	Endings which sound like /ʒən/	<i>division, invasion, confusion, decision, collision, television</i>

	The suffix -ous	<i>poisonous, dangerous, mountainous, famous, various</i> <i>tremendous, enormous, jealous</i> <i>humorous, glamorous, limiting, limited, courageous, outrageous</i> <i>serious, obvious, curious</i> <i>hideous, spontaneous, courteous</i>
	Endings which sound like spelt -tion, -sion, -ssion, -cian /ʃən/,	<i>invention, injection, action, hesitation, completion</i> <i>expression, discussion, confession, permission, admission</i> <i>expansion, extension, comprehension, tension</i> <i>musician, electrician, magician, politician, mathematician</i>
	Words with the /k/ sound spelt ch (Greek in origin)	<i>scheme, chorus, chemist, echo, character</i>
	Words with the sound spelt ch (mostly French in origin) /ʃ/	<i>chef, chalet, machine, brochure</i>
	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	<i>league, tongue, antique, unique</i>
	Words with the /s/ sound spelt sc (Latin in origin)	<i>science, scene, discipline, fascinate, crescent</i>
	Words with the sound spelt ei, eigh, or ey /eɪ/	<i>vein, weigh, eight, neighbour, they, obey</i>
	Possessive apostrophe with plural words	<i>girls', boys', babies', children's, men's, mice's</i> <i>(Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</i>
	Homophones and near-homophones	<i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, 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</i>

Word List		
accident(ally)	interest	island
actual(ly)	island	knowledge
address	learn	length
answer	length	library
appear	library	material
arrive	believe	medicine
bicycle	bicycle	mention
breath	breath	minute
breathe	build	natural
build	busy/business	naughty
busy/business	calendar	notice
calendar	caught	occasion(ally)
caught	centre	often
centre	century	opposite
certain	certain	ordinary
circle	complete	particular
complete	complete	peculiar
consider	musician, electrician,	perhaps
continue	magician, politician,	popular
decide	mathematician	position
describe	decide	possess(ion)
different	describe	possible
difficult	different	potatoes
disappear	difficult	pressure
early	disappear	probably
earth	early	promise
eight/eighth	earth	purpose
enough	eight/eighth	quarter
exercise	enough	question
experience	exercise	recent
experiment	experience	regular
extreme	experiment	reign
famous	extreme	remember
favourite	famous	sentence
February	favourite	separate
forward(s)	February	special
fruit	forward(s)	straight
grammar	fruit	strange
group	grammar	strength
guard	group	suppose
guide	guard	surprise
heard	guide	therefore
heart	heard	though/although
height	heart	thought
history	height	through
imagine	history	various
increase	imagine	weight
important	increase	woman/women