English scheme of work – Year 4 (from Sep 2026) -

Christian values underpinning learning: *Together we love and respect. We are creative, we are determined, we are confident, we are kind.*

Spoken Language:

Pupils should be taught to:

- 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 understanding
- speak audibly and fluently
- 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
- Select and use appropriate registers for effective communication.

Word Recognition: Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading Comprehension

Pupils should be taught to:

- **Develop positive attitudes to reading and understanding of what they read by**:
    - 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
- recognising some different forms of poetry [for example, free verse, narrative poetry]

- **understand what they read, in books they can read independently, by:**
  - 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
  - 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

Writing Transcription

Spelling (see spelling list – Year 3 and 4 words - Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- 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

Writing Transcription

Handwriting

Pupils should be taught to:

- 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]

Writing

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- **develop their understanding of the concepts set out in Appendix 2 by**:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in Appendix 2
- **indicate grammatical and other features by:**
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- **use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading**

Writing Composition:

Pupils should be taught to:

- **plan their writing by:**
  - 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:**
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - 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:**
  - 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**

Over the course of the year the following genres of writing must be covered:
Narrative
Recount
Explanation
Non-chronological reports
Persuasion
Information
Poetry
Instructions

Each class will show coverage of these within their planning, however the order they are covered will be determined by the class teacher in order to enable quality texts for each genre to be best suited to the individual topics, ensuring purposeful and cross-curricular English.

APPENDIX 1 – Spelling Year 3 and 4 – To be taught using the Spelling scheme of work

Adding suffixes beginning with vowel letters to words of more than one syllable forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener,
The /ɪ/ sound spelt y elsewhere than at the end of words myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou young, touch, double, trouble, country
More prefixes
dis–: disappoint, disagree, disobey
mis–:misbehave, mislead, misspell (mis + spell)
in–: inactive, incorrect
il-: illegal, illegible,
im-: immature, immortal, impossible, impatient, imperfect
ir-:irregular, irrelevant, irresponsible
re–: redo, refresh, return, reappear, redecorate
sub–: subdivide, subheading, submarine, submerge

inter–: interact, intercity, international, interrelated (inter + related)
super–: supermarket, superman, superstar
anti–: antiseptic, anti-clockwise, antisocial
auto–: autobiography, autograph **The suffix –ation** information, adoration, sensation, preparation, admiration
The suffix –ly sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically

Words with endings sounding like /ʒə/ or /tʃə/ measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/ division, invasion, confusion, decision, collision, television
The suffix –ous poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician

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) 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 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 opulation)
Homophones or near-homophones 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

Word List – Year 3/4	busy/business	different	favourite	history	medicine	peculiar	quarter	strength
accident(ally)	calendar	difficult	February	imagine	mention	perhaps	question	suppose
actual(ly)	caught	disappear	forward(s)	increase	minute	popular	recent	surprise
address	centre	early	fruit	important	natural	position	regular	therefore
answer	century	earth	grammar	interest	naughty	possess(ion)	reign	though/although
	certain	eight/eighth	group	island	notice	possible	remember	thought

appear	circle	enough	guard	knowledge	occasion(ally)	potatoes	sentence	through
arrive	complete	exercise	guide	learn	often	pressure	separate	various
believe	consider	experience	heard	length	opposite	probably	special	weight
bicycle	continue	experiment	heart	library	ordinary	promise	straight	woman/women
breath	decide	extreme	height	material	particular	purpose	strange	
breathe	describe	famous						
build								

Appendix 2 Grammar Year 4

Terminology for pupils – Year 4

determiner

pronoun

possessive pronoun

adverbial

WORD Year 4	SENTENCE Year 4	TEXT Year 4	PUNCTUATION Year 4
• The grammatical difference between plural and possessive –s • 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]	• 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) • Fronted adverbials [for example, Later that day, I heard the bad news.]	• Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	• Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials

Year	Grammar Objectives	Examples	Terminology
4	Use adverbs to modify verbs	Children need to understand that we can not only say that something is done or happened, but also HOW. She went off happily to see her granny. He kicked the ball furiously into the wall.	Adverb
4	Use conjunctions to express time or cause	Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened. Dad tripped on the stairs because the cat was lying there. When the film was over, we all went and had a meal. He was certainly still angry so the dogs thought it best to keep out of his sight for a while.	Conjunction Clause Sentence Subordinate clause
4	Use prepositions to express time and place	Help children make their writing more interesting by using prepositional phrases. With a heavy heart, the princess put the frog back in the pond. He kicked the ball right over the wall.	Preposition Phrase
4	Person – understanding that writing can be third or first person	Children need to become aware that writing can be 'She did this...' or 'I did this...'. We can write in the 3rd or the 1st person. The dog wandered down the street looking for cats and food. I wandered down the street looking for my dog.	Verb
4	Use adverbs and adverbials (prepositional phrases which act as adverbs)	Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened.	Adverb

		He spoke crossly and in a loud voice to all the children. The dog ran with the lead in its mouth, down the street.	
4	Use commas after or before phrases and clauses	Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show chn how we can use commas before or after phrases or clauses. After the door slammed, the class sat in total silence. As light as a bird, the glider disappeared into the clouds.	Comma
4	Choosing nouns or pronouns for clarity and cohesion and to avoid repetition.	Encourage children to use pronouns to help them make sense and be clear: 1. Avoid repetition: While Sam watched the TV programme. Sam finished making his Lego spaceship. 2. Avoid ambiguity: Mary wanted to help her granny and she was feeling very tired. 3. Add to the cohesion: When she went to bed, Mog was feeling rather full of milk and cat food.	Pronoun
4	Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.	Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written. E.g. We can use contracted forms, and we can use slang... "Give me a break," sneered Tom, "You can't expect me to believe that!" "Ger'off, you're hurting me," Sam told his younger brother.	Inverted commas or speech marks Direct speech
4	Use the possessive apostrophe	Use for singular and plural nouns. Joanna's temper was rising fast. He really wanted his brother's football shirt. All the dogs' dinners had been stolen.	Apostrophe
4	Use fronted adverbials	Extend children's use of adverbs by encouraging them to start their sentences with an adverbial. In total silence, the children tiptoed along the corridor. Without blinking, Max stared into all their yellow eyes.	Adverbial Phrase

4	Use of the present perfect form of verbs in contrast to the past tense		Present perfect