

Year 4 Objectives Planning

Spelling

- use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.
- understand and add the suffixes -ation, -ous.
- add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.
- spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
- spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.
- spell more complex words that are often misspelt e.g. caught, occasionally, interest.
- spell words with the 's' sound spelt 'sc' e.g. science, scene.
- use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- use the first three or four letters of a word to check its spelling in a dictionary.
- accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.

Composition

- plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.
- plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and redraft this work a number of times.
- rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures .
- use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.
- draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and adapt my work depending on the audience.
- organise my non-narrative writing so that it has headings and sub-headings.
- assess my work, and that of others, and suggest improvements.
- edit my work by changing the grammar to improve the way my work reads.
- proof-read my writing for spelling and use of punctuation.
- read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.

Vocabulary, Grammar and Punctuation

- explain the difference between the plural and the possessive -s.
- use the correct form of the verb inflection e.g. we were instead of we was.
- make my writing interesting by using adjectives and other descriptive methods.
- use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.
- use paragraphs to organise ideas around a theme.
- use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.
- use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'.
- use apostrophes to mark plural possession e.g. the girl's name, the girls' names.
- use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.
- understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.

Reading

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.
- Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.
- Understand what he/she reads by asking questions to improve his/her understanding of texts of increasing complexity.
- Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
- Understand what he/she reads by predicting what might happen from details stated and implied.
- Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.
- Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.

- Retrieve and record information from non-fiction over a wide range of subjects.
- Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

Speaking and Listening

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discuss words and increasingly complex phrases that capture the reader's interest and imagination.
- Ask reasoned questions to improve his/her understanding of a text.
- Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures with reference to English Appendix 2.
- Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.