

English Steps in Learning

** To be read alongside the long term text overview and medium term plans*

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken Language	I ask questions to clarify or develop my understanding. I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. I show that I understand the main point and the details of a discussion. I adapt what I am saying to the needs of the listener or audience (increasingly). I show that I know that language choices vary in different contexts.			I can present to an audience using appropriate intonation; controlling the tone and volume so that the message is clear. I can justify an answer by giving evidence. I use standard English when it is required. I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.		
Phonics/ Spelling	I can use further suffixes and prefixes and know how to add them. I can spell further homophones. I can spell words that are often misspelt. (English Appendix 1)			I can place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and irregular plurals (e.g. children's). Use the first 2 or 3 letters of a word to check its spelling in a dictionary. (and our spelling knowledge organiser) I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
	Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey) Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Homophones Prefixes 'mis-' and 're-' words from statutory and personal spelling lists	The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin) From Year 2: suffixes '-ness' and '-ful' following a consonant Prefixes 'sub-' and 'tele-' From Year 2: apostrophe for contraction words from statutory and personal spelling lists	Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly' Prefixes 'super-' and 'auto-' Words with the /k/ sound spelt 'ch' (Greek in origin) Suffix '-ly' with root words ending in 'le' and 'ic' Proofreading words from statutory and personal spelling lists	homophones Rare GPCs (/ɪ/ sound) The /ʌ/ sound spelt 'ou' Words ending /ɜə possessive apostrophe with singular proper nouns Learn Strategies for learning words: statutory and personal spelling lists recognise and spell additional homophones	The /g/ sound spelt 'gu' Prefixes 'in-', 'il-', 'im-' and 'ir-' Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') Words with endings sounding like /tʃə/ spelt '-ture' words from statutory list that need further learning spell words from the Y3 and 4 list, including those with silent letters consistently*	Words with the /s/ sound spelt 'sc' (Latin in origin) Prefixes 'anti-' and 'inter-' Endings that sound like /fən/ spelt '-cian', '-sion', '-tion' and '-ssion' Endings that sound like /ʃən/ spelt 'sion' Suffix '-ous' Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic' spell words with additional prefixes and suffixes and understand how to add them to root words including un, il, im, ir, sub, inter, super, anti, auto, ous, able, ible, sion, ssion, cian, ch as 'k', ch as 'sh'*
Reading (Decoding)	I can read and understand tricky words with unusual spellings and identify the difficult bits inside them. I can read aloud and silently, using what I know about how words work and are built from chunks of meaning to help me understand what I am reading.			I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words		

Reading (Comprehension)

I can read differently structured texts for different purposes.
 I can recognise a theme or 'message' within a piece of writing and I can recognise and name some common conventions used in writing.
 I can use what I know about root words and affixes to read and understand new words I meet.
 I can listen attentively or read a wide range of different texts and discuss them with others afterwards.
 I can name some story types and give examples I have read, retelling a good example in my own words.
 I can prepare and present a play script or a poem and use my voice and gestures to gain and hold the attention of listeners.
 I can recognise and name different sorts of poems.
 I can monitor my reading for sense and go back to make sure of anything that confuses me, explaining what an unfamiliar word means in the text after looking it up or asking for the meaning.
 I can use a dictionary to check the meaning of an unfamiliar word I meet in my reading and use the knowledge to help me understand what I read.
 I can pose questions for myself as I read and continue reading to find the answers to them.
 I can discuss what I have heard or read, taking turns and listening to what others say.

V - I can pick out and discuss words and phrases from my reading that caught my attention and made me think. Explain the meaning of key vocabulary within the context of the text.
 Identify how the writer has used precise word choice to impact on the reader.
 I - I can pick up hints and clues the writer has given me to help work out why characters do and say the things they do and I can explain how I worked this out. Justify responses to the text using the PE prompt (Point + Evidence). Consider a range of Evidence statements, provided by the teacher, and summarise the Point.
 P - I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me.

E - I can identify language, structure and presentation features in a text that help me understand what the writer wants me to know or believe.
 R - I can read a non-fiction text and find answers to questions I posed before I read it and I can make notes for myself so I remember the information I learned. Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences. Retrieve and record information from non-fiction.
 S - I can identify what the main ideas in a longer text are and sum them up quickly in a few sentences.

Writing (Features of Writing)

I can use varied and carefully selected vocabulary.
 I can organise paragraphs around a theme.
 I can create settings, characters and plot in narratives.
 With support, I can use simple organisational devices in non-narrative (e.g. headings & sub-headings)
 I can extend my range of sentences with more than one clause by using a wider variety of conjunctions and subordinate clauses. (including: when, if, because, although) (ISAWAWABUB / FANBOYS)
 I use the present perfect form of verbs.
 use expanded noun phrases with modifying adjectives and prepositional phrases, e.g. 'The strict teacher with curly hair.'
 I learn the grammar for Year 4 in the English Appendix. (See knowledge organiser – includes determiners, fronted adverbials)
 I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 I use conjunctions, adverbs and prepositions to express time and cause.
 I can use fronted adverbials, consistently punctuated with a comma.

Planning: I can read, discuss and text mark writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar. I can think about audience, purpose, formality.
 Planning: Discuss and record ideas for planning, e.g. story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.
 Planning: I can rehearse what I want to say orally ahead of writing.
 Planning: I can create a draft for my writing.
 Edit & Improve I am gaining independence when proofreading to check for spelling and punctuation errors.
 Edit & Improve: I can edit and suggest improvements in my own and others' writing including:
 - strengthening the use of adverbs e.g. swiftly, rudely, wearily, gingerly.
 -proposing changes to the grammar
 -Proposing changes to vocabulary to improve consistency and avoid repetition.
 -ensuring accurate pronouns in sentences
 I can confidently use appropriate intonation, tone and volume to present their writing to a group or class, e.g. using adverbs to inform how something is said.

Writing (Punctuation)

I can use full stops, capital letters, exclamation marks and question marks consistently.
 I use commas for lists.
 I can consistently use commas after a fronted adverbial.
 Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads.

I can use apostrophes for:
 - Contracted form
 - Possessive singular and plural
 I can use and punctuate direct speech correctly. Improvise and compose dialogue, demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech)

Writing (Handwriting)

I can develop my use of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent are best left unjoined.

The legibility, consistency and quality of my handwriting is improving.

Type of Join	used to join:	to these letters:	And to these tricky letters	Type of Join	used to join:	to these letters:	And to these tricky letters	Type of Join	used to join:	to these letters:	And to these tricky letters
Diagonal Joins (the most common letter join)	a, b, c, d, e, h, i, k, l, m, n, p, q, s, t, u, x, z	b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	(Where the letter is formed in an anti-clockwise movement)	Horizontal Joins (formed from the top of the letter)	o, r, w, v	b, e, f, w, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	(Where the letter is formed in an anti-clockwise movement)	Descender Joins (Formed from the loop of a descender)	f, g, j, y,	b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	(Where the letter is formed in an anti-clockwise movement)

	formed from the baseline)		a, c, d, g, o, q, s	- no ascender			a, c, d, g, o, q, s				a, c, d, g, o, q, s
	<p><i>Opportunity to practise should be given through words based on joins, spelling patterns, key word lists and sentences.</i> Review Y1 / Y2 spelling words as focus for joins – single words and in sentences.</p>			<p>- with ascender</p> <p><i>Opportunity to practise should be given through words based on joins, spelling patterns, key word lists and sentences.</i> Review Y3 / Y4 spelling words as focus for joins – single words and in sentences.</p>			<p><i>Opportunity to practise should be given through words based on joins, spelling patterns, key word lists and sentences.</i></p>				