



Studlands Rise First School
First Steps on the Learning Journey

The Year 4 Learner - Literacy

Approach

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

Y4 English Coverage

The Year 4 English curriculum consists of the following modules.

- Traditional tales – myths (quests)
- Writing and performing a play
- Story settings
- A story/stories with a theme
- Persuasion
- Reports
- Discussion
- Explanations
- Vocabulary building (linked to poetry)
- Riddles
- Narrative poetry

Your child will read/listen to some of these texts during their time in Year 4:

The Orchard Book of Greek Myths, Geraldine McCaughrean

Greek Myths - Marcia Williams

The Firework Maker's Daughter - Phillip Pullman

The Hobbit – J.R.R. Tolkien

Harry Potter and the Philosopher's Stone – J.K. Rowling

The Lion, The Witch and The Wardrobe – C.S. Lewis

King Midas <http://www.literacysshed.com/the-myths-and-legends-shed.html>

George and the dragon animation

http://www.nationalgallery.org.uk/learning/inspired-by-the-collection/3d-animation/*/chooseMedia/3/

The Butterfly Lion - Michael Morpurgo

The Ice Palace - Robert Swindells

The Dream Master - Theresa Breslin

Dragon's Child - Jenny Nimmo

Anna Hibiscus – Atinuke (Nigeria)

The Big Book of Betsey Biggalow - Malorie Blackman (West Indies)

Elephant child – Mary Ellis (African savannah)

The Colour of Home – Mary Hoffman (Somalia)

The Time Travelling Cat - Julia Jarman

The Roman Eagle - Julia Jarman

Bill's New Frock - Anne Fine

The Forbidden Game – Malorie Blackman

The Widow's Broom - Chris Van Allsburg

Voices in the Park – Anthony Browne

Curriculum Content

Speaking and Listening

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other view points
- Speak clearly and in different ways for drama, formal presentations and debate.

Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

In word reading children will be taught to read and understand the meaning of new words using the skills they have learned previously and building on learning in year 3. Children will develop the fluency and stamina to read longer texts and the focus for the Year 4 learner is comprehension. Children will be taught key skills to enable them to read, understand and enjoy a wide range of books. They will, for example:

- Summarise the main ideas of a text
- Justify their opinion of particular characters
- Discuss ideas that are not obviously described in a text eg 'Explain why the character may have felt like this.'
- Note how the author chooses language to create a mood or atmosphere
- Identify the structures or features of particular non-fiction texts

School reading books are organised according to book banded levels and the children progress through the different levels of book in order. There is a selection of fiction and non-fiction books in each of the book boxes and the children are able to select the books themselves. There is no set time frame for children to spend reading each coloured band of books – they progress to the next book box as soon as they demonstrate through their word recognition and comprehension that they are ready to do so. Children take part in a variety of reading activities during the week in the form of guided reading with the teacher, shared reading within literacy sessions and individual reading with a teacher or teaching assistant. There are also numerous opportunities to apply reading skills in other areas of the curriculum.

The Book Trust website <http://www.booktrust.org.uk/books/#/d/books/bookfinder/> has a list of age appropriate books which you may want to read with your child.

Writing

Writing is developed through teaching the following:

Spelling: Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, building on the spellings taught in Year 3. They will continue to practise and use the words included in Appendix 1 of the National Curriculum for years 3 & 4.

Handwriting: This will continue to be taught, with the aim of increasing children's consistency and fluency throughout their independent writing.

Composition (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Organise their writing into clear paragraphs
- Use an increasing range of sentence structures
- Expand sentences by adding detail
- Write for a range of purposes and audiences as part of their work across the curriculum.

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum which can be accessed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf