

The Year 4 Learner

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

Modules and suggested texts

Module Title	Additional details about the module
Traditional tales – quests (myths)	<p>Taken from the NLS text type documents:</p> <p><i>Myths use quests, journeys and trials as themes. The hero or heroine often has to undergo some kind of test (the trials of Hercules) or set off on a long and difficult journey where dangers arise at each stage (the Odyssey)... The plot of a myth usually includes incredible or miraculous events, where characters behave in superhuman ways using unusual powers or with the help of superhuman beings.</i></p> <p>These can focus on Greek myths, or on more generic 'quest' style narratives.</p>

Key Texts:

The Orchard Book of Greek Myths, Geraldine McCaughrean
Greek Myths - Marcia Williams
Blackberry Blue and other fairy tales - Jamila Gavin
The Boy and the Cloth of Dreams - Jenny Koralek
East O the Sun and West O the Moon - PJ Lynch

Further suggestions:

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
Peter Pan in Scarlet - Geraldine McCaughrean
The Wooden Horse - Geraldine McCaughrean
Mission to marathon – Geoffrey Trease

Module Title	Additional details about the module
Story settings	The children should read a complete narrative (or several shorter narratives) with strong description of setting and then, having explored the text at various levels, explore in detail how an author effectively creates settings. Stories set in other countries, or in unfamiliar places and times, can provide detailed and evocative descriptions of settings.

Key Texts:

Cloud Tea Monkeys (set in another country) - Mal Peet
The Butterfly Lion (historical setting) - Michael Morpurgo
Children of Winter (historical setting) - Berlie Doherty
The Ice Palace (imaginary worlds) - Robert Swindells

Further Suggestions:

Stories set in imaginary worlds

The Lion, the Witch and the Wardrobe - C S Lewis
The Dream Master - Theresa Breslin
Aquila (science-fiction) - Andrew Norriss
The Widow's Broom - Chris Van Allsburg
Dragon's Child - Jenny Nimmo
Seth and the Strangers - Jenny Nimmo

Set in other countries

Jane & Lewis Kurtz E.B. Mamo on the mountain – (Ethopia)
The true story of Balto - Natalie Staniford (Arctic)
Anna Hibiscus – Atinuke (Nigeria)
The Big Book of Betsey Biggalow - Malorie Blackman (West Indies)
Sophie and the Albino Camel - Stephen Davies (Sahara Desert)
Elephant child – Mary Ellis (African savannah)
Grandpa's Indian Summer - Jamila Gavin (India)
The Colour of Home – Mary Hoffman (Somalia)
A fistful of pearls and other tales from Iraq – Elizabeth Laird

Historical settings

Street Child - Berlie Doherty
Across the Roman Wall - Theresa Breslin
The Time Travelling Cat - Julia Jarman
The Roman Eagle - Julia Jarman
The Tudor Treasure - Julia Jarman
The Egyptian Goddess - Julia Jarman
The Aztec Sacrifice - Julia Jarman
The Viking Terror - Julia Jarman
Roger's War - Robert Swindells
Meet me by the steelmen - Teresa Tomlinson

Module Title	Additional details about the module
A story/stories with a theme	Take from the NLS text type documents: <i>The strength of the story often depends on a character facing a difficult (or seemingly impossible) dilemma, with a limited choice of actions. A strong, simple story structure usually leads the character to the dilemma quite quickly and then makes the reader wait to find out how it is dealt with.</i>

Key Texts:

Bill's New Frock (gender stereotypes) - Anne Fine
 Cloud Busting (friendship/bullying) - Malorie Blackman
 Journey to Jo'burg (segregation) - Beverley Naidoo
 Frog Belly Rat Bone (protecting the environment) - Timothy Basil

Further suggestions:

The Angel of Nitshill Road (bullying) – Anne Fine
 Secret Friends (bullying/peer pressure) - Elizabeth Laird
 The Forbidden Game (bullying) – Malorie Blackman
 The Widow's Broom (prejudice - being different/misunderstood) - Chris Van Allsburg
 Prosper's Mountain (prejudice - being different/misunderstood) - Henrietta Branford
 Rat heaven - Jeanne Willis (different points of view)
 Voices in the Park – Anthony Browne (different points of view)
 Dear Mrs LaRue; Letters from Obedience School (being misunderstood/different points of view) - Mark Teague
 Big Ben - Rachel Anderson (disability)
 Fred (bereavement) – Posy Simmonds

Age appropriate suggested reading lists are available at

www.lovereadng4kids.co.uk

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

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. In year 4 this will include (cross curricular example, schools to insert their own)

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

Should you wish for a more detailed explanation, please follow this link to the [Primary National Curriculum document](#)