



# Beaufort English Curriculum

**Our English Curriculum helps our children to develop:**

- Ⓢ Creativity, imagination and innovation
- Ⓢ Literacy and communication skills
- Ⓢ A positive attitude to learning
- Ⓢ An ability to reflect and self-assess
- Ⓢ An ability to co-operate and collaborate
- Ⓢ An understanding of different ways of life, other cultures and religions

## YEAR 4

<b>Speaking and Listening</b>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"><li>• Structure speech clearly to help the listener understand e.g. by retelling events in chronological order, summarising main points ideas of longer stories or texts clearly and succinctly.</li><li>• Respond appropriately when talking for different purposes and audiences.</li><li>• Sustain conversations, explaining and giving reasons for own views and choices.</li><li>• Listen to others, explain the main points of what has been heard and comment on them appropriately. Actively include and respond to all members of the group.</li><li>• Begin to take on different roles and responsibilities when speaking in pairs or a group.</li><li>• Choose and prepare poems, stories or play scripts to perform, showing understanding through intonation, volume and action.</li></ul> <p><b>Experiences</b></p> <ul style="list-style-type: none"><li>• Encourage children to demonstrate age-appropriate speaking and listening skills across ALL subjects and at ALL times - this means children should be encouraged to speak in full sentences and use Standard English.</li><li>• Provide opportunities for children to re-tell stories in chronological order - using puppets, role play areas, story maps etc.</li><li>• Encourage children to choose and prepare poems, stories or play scripts that they can recite aloud with intonation, volume and actions.</li><li>• Provide opportunities for children to talk for different purposes and to different audiences (e.g. class councils, circle time,</li></ul>
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	<p>plenaries, assemblies, presenting their work to the class etc.). Ensure children are given plenty of opportunity to express their own beliefs and opinions compassionately and respectfully and that they respond in an appropriate manner to what they have heard, showing mutual respect and tolerance.</p> <ul style="list-style-type: none"> <li>• Discuss different word choices with children and encourage them to use vocabulary appropriate to the purpose and audience.</li> <li>• Provide a range of purposes for pair and group discussion and interaction (e.g. sharing ideas and experiences, making plans, investigating, sorting, exploring, commenting, reporting, evaluating etc.).</li> <li>• Model sustaining conversations by responding appropriately to what has been said through suggestions, comments and questions and encourage children to ensure their own responses show an understanding of what has been said.</li> <li>• Encourage children to begin to take on different roles when speaking in groups (e.g. chair, timekeeper, summariser etc.).</li> <li>• Use video clips, audio recordings and songs to develop children's listening skills across the curriculum.</li> <li>• Use dramatic techniques across the curriculum (e.g. role play, improvisation and scripted performances).</li> <li>• Direct teaching of speaking and listening skills.</li> </ul>
<p><b>Reading</b></p>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Read books at an age appropriate level with a positive attitude for pleasure and information, accurately, fluently and with expression and understanding.</li> <li>• Use knowledge of root words, prefixes and suffixes to decode words and to understand the meaning of new vocabulary.</li> <li>• Note unusual correspondences between spelling and pronunciation.</li> <li>• Use dictionaries to check the meaning of words.</li> <li>• Explain the meaning of words in context.</li> <li>• Use knowledge of the language, organisational and structural features of a range of non-fiction texts to support understanding.</li> <li>• Locate, retrieve and record specific information confidently by using appropriate skills (e.g. using contents, indexes, headings, subheadings, scanning for key words and skimming longer texts).</li> <li>• Summarise themes, ideas and main points of longer texts.</li> <li>• Make inferences about: characters' thoughts and motives from their actions; reasons for events; and viewpoints and justify these inferences with evidence from the text.</li> <li>• Identify conventions of different types of text (e.g. an autobiography is written in the first person whereas a biography is written in the third person, a recount is written in the past tense and persuasive writing uses emotive language).</li> </ul>



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- Justify plausible predictions based on what is stated or implied, using evidence from the text.
- Discuss the effect on the reader and authors' choices of language and grammatical features, which may be used to create moods and build tension in narrative texts, giving clear explanations and taking into account the opinion of others.
- Compare how different texts treat the same information.
- Read a range of texts aloud, showing understanding through intonation, tone, volume and action.

## Experiences

- Daily guided reading carousel.
- Daily story time.
- Provide opportunities for children to read for different purposes (e.g. pleasure or to find out information, and encourage them to apply the skills learnt).
- Teach children how to exercise choice in selecting books, making use of the library to do so.
- Read a wide range of poems, plays, stories and non-fiction to children, at a level beyond that at which the children can read independently.
- Support children to note the unusual correspondences between spelling and sound and encourage children to test out different pronunciations.
- Support children to apply their knowledge of root words, prefixes and suffixes to decode words and to understand the meaning of new vocabulary.
- Encourage children to extend their vocabulary and interest in the meaning of words by discussing their origin.
- Model skimming and scanning techniques.
- Make clear what kind of explanations and questions are expected from them, during discussions. All children should take part.
- Help children to consider the opinions of others, during discussions about what is read to them and what they have read.
- Ensure discussions of texts include reference to: themes, ideas and main points; author or narrator viewpoints; possible inferences and evidence for those inferences; predictions based on what is implied; the language, organisational and structural features of a range of non-fiction texts; as well as the effect and choice of language and grammatical features used to create moods and build tension in narrative texts. Use such discussions as an opportunity to further embed children's understanding 'right and wrong', mutual respect and tolerance, together with other positive attitudes and values.
- Use Talk for Writing and drama techniques to support children's performance of a wide range of texts.



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<b>Writing composition</b>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"><li>• Write longer narratives, which include interrelated, well developed settings and plots together with significant interaction between characters.</li><li>• Write non-fiction texts for different purposes, which are logically organised and contain an increasing number of features of non-fiction writing.</li><li>• Establish and maintain viewpoints, moods and feelings.</li><li>• Choose the appropriate register of tone.</li><li>• Organise writing using paragraphs and other devices that help links between sentences (e.g. conjunctions, pronouns and adverbials).</li><li>• Use ambitious, varied and rich vocabulary that holds the readers interest (e.g. expanded noun phrases, powerful verbs, adjectives, adverbs).</li><li>• Use an increasing range of different sentence types and structures, including direct speech.</li><li>• Discuss writing similar to that which they are planning to write, commenting on its structure, vocabulary and grammar.</li><li>• Discuss what they are going to write and record ideas, before writing.</li><li>• Compose and rehearse sentences orally before writing them.</li><li>• Re-read what they have written to check it makes sense.</li><li>• Proof-read writing to check for errors in spelling, grammar and punctuation.</li><li>• Discuss their writing with a peer or teacher, using the correct terminology.</li><li>• Assess the effectiveness of their own and others' writing, suggesting improvements.</li><li>• Make additions, revisions and corrections to their own writing, following self, peer and teacher assessment.</li><li>• Read aloud their writing with appropriate intonation to make the meaning clear.</li></ul> <p><b>Experiences</b></p> <ul style="list-style-type: none"><li>• Use the 'Transforming Writing' approach to planning writing opportunities. Ensure children do a 'cold write' at the start of a sequence of lessons, which is then used to identify gaps, personalise learning/closely match subsequent activities to meet the children's needs. Finish the teaching sequence with a 'warm write'.</li><li>• Ensure Talk for Writing strategies are embedded into the teaching elements of the 'Transforming Writing' approach e.g. provide model texts for the children to learn off by heart, encourage children to experiment with new vocabulary, sentence structures, grammar and to help them compose, rehearse and improve sentences orally before writing them.</li></ul>
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	<ul style="list-style-type: none"> <li>• Provide a range of real purposes and audiences for writing.</li> <li>• Encourage children to think about how the purpose and audience underpins decisions about the form the writing should take.</li> <li>• Use a range of exciting starting points including ICT, to help children develop positive attitudes towards writing.</li> <li>• Give children opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences.</li> <li>• Encourage children to respond thoughtfully to drama and theatre performances.</li> <li>• Give children opportunities to capture ideas for their own writing, through drama techniques, Talk for Writing, shared writing, reading and cross-curricular teaching.</li> <li>• Give children opportunities to build stamina for writing by ensuring children write daily, with at least one opportunity for an extended writing session each week (lasting at-least 45 minutes).</li> <li>• Use working walls to show ambitious examples of writing similar to that which they are writing and to record ideas, grammar, punctuation, vocabulary and spelling rules/guidelines.</li> <li>• Provide opportunities for children to discuss ambitious examples of writing similar to that which they are writing.</li> <li>• Use Talk for Writing strategies and games to encourage children to experiment with new vocabulary, sentence structures, grammar and to help them compose, rehearse and improve sentences orally before writing them.</li> <li>• Demonstrate, through teacher modelling, shared writing and guided writing, the skills and processes children need for: Capturing ideas; planning; drafting; rereading to check meaning is clear; proof-reading for errors in spelling, grammar and punctuation; assessing the effectiveness of own and others' writing; and making additions, revisions and corrections to writing.</li> <li>• Ensure writing is taught <b>ACROSS THE CURRICULUM</b> - so, for example, that writing in Science, History, Geography, PSHE and RE is of the same standard as of that produced in English lessons. Through cross-curricular work provide opportunities with real purposes and audiences, for children to write about a range of different countries, cultures, traditions, religions and beliefs. Encourage children to celebrate and demonstrate the school's, and thus by extension modern British values in their own writing.</li> <li>• Display final handwritten and/or typed copies of children's masterpieces.</li> </ul>
<b>Vocabulary, grammar and punctuation</b>	<b>Knowledge and Skills</b> <ul style="list-style-type: none"> <li>• Write sentences containing coordinating and subordinate clauses, which are grammatically correct, using a wider range of conjunctions.</li> </ul>



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- Write sentences that express time, place or cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, therefore) or prepositions (e.g. before, after, during, in).
- Consistently use expanded noun phrases, with modifying adjectives and prepositional phrases, to describe and specify (e.g. the strict maths teacher with curly hair).
- Use a wider range fronted adverbials, which tell the reader when or how (e.g. Later that day, I heard the bad news or Reluctantly, I climbed out of bed).
- Use verb forms (tense) correctly and consistently.
- Use capital letters, full stops, exclamation marks, question marks, commas in lists, apostrophes for contracted forms, apostrophes for possession (singular nouns) and inverted commas to punctuate direct speech.
- Use commas after fronted adverbials.
- Use apostrophes for possession (singular and plural nouns).
- Use commas to separate clauses, occasionally.
- Use other punctuation and a new line for each speaker to indicate direct speech e.g. a comma after the reporting clause if that comes first and end punctuation within inverted commas (e.g. The conductor shouted, 'Sit down!' or 'Sit down!' shouted the conductor, The teacher explained, 'It is your turn next.' or 'It is your turn next,' explained the teacher.).
- Understand the grammatical difference between plural and possessive -s.
- Accurately and consistently use paragraphs to group related material.
- Choose pronouns or nouns within and across sentences appropriately to aid cohesion and avoid repetition.
- Consistently use Standard English forms for verb inflections correctly (e.g. Ensure subject verb agreement when using singular and plural, distinguishing between the language of speech and writing - we were instead of we was and I did instead of I done).

## Experiences

- Give children the opportunity to use the correct terminology (e.g. adverbial, pronoun, possessive pronoun, determiner and apostrophe for possession).
- Use Talk for Writing strategies and games to teach grammatical concepts.
- Daily explicit teaching of grammar within the context of reading, writing and speaking.
- Play grammar games (Jumpstart games and activities, Espresso, Education City etc.).
- Provide opportunities for children to identify and discuss the use of grammatical concepts by others.



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	<ul style="list-style-type: none"> <li>Encourage children to use correct terminology (see above), when discussing their own writing or that of their peers.</li> </ul>
<b>Spelling</b>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Revise and apply spelling rules and guidelines taught in Year 3.</li> <li>Segment spoken words into phonemes and represent these using the correct graphemes accurately, including for words of two or more syllables.</li> <li>Spell words with the prefixes inter, in, dis, mis, sub, re, sub and il correctly.</li> <li>Use the suffixes ion and ian correctly (e.g. tion, sion, ssion, cian).</li> <li>Spell words with endings sounding like /ʒə/ or /tʃə/ (e.g. measure, treasure, enclosure and creature, nature, adventure).</li> <li>Spell words with the /k/ sound spelt ch (Greek in origin) (e.g. scheme, chorus, chemist, echo, character).</li> <li>Spell words with the /s/ sound spelt sc (Latin in origin) (e.g. science, scene, discipline, fascinate, crescent).</li> <li>Spell words with /ʃ/ sound spelt ch (mostly French in origin) (e.g. chef, chalet, machine, brochure).</li> <li>Spell words ending in a /g/ sound spelt gue or the /k/ sound spelt que (French in origin) (e.g. league, tongue, antique, unique).</li> <li>Use a possessive apostrophe with plural words correctly (e.g. girls', boys', babies', children's, men's, mice's).</li> <li>Distinguish between a wider range of homophones and near homophones (e.g. ball/bawl, berry/bury, groan/grown, heel/heal/he'll, knot/not, main/mane, meddle/medal, missed/mist, peace, piece, plain/plane, rain/rein, reign, scene/seen, whose/who's).</li> <li>Confidently use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>Spell all of the words on the Year 3 and 4 Spelling List, correctly (see Spelling Appendix).</li> </ul> <p><b>Experiences</b></p> <ul style="list-style-type: none"> <li>Daily teaching of the Year 3 and 4 spelling rules and guidelines, outlined in the Year 3 and 4 section of the Spelling Appendix.</li> <li>Play games daily to help children learn Year 3 and 4 spelling rules and guidelines and to learn common exception words.</li> <li>Promote the 'Spelling Passport' by testing children on their word banks regularly and celebrating children's achievements.</li> <li>Correct misspellings of words that children have been taught in children's own writing.</li> <li>Use misspellings of other words (e.g. high frequency or topic words) as an opportunity to teach children about correct spellings.</li> <li>Provide dictated sentences that include words taught so far to give children opportunities to apply their learning.</li> </ul>



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<b>Handwriting</b>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"><li>• Consistently and accurately use all four diagonal and horizontal strokes that are needed to joins letters.</li><li>• Ensure that all letters are consistent in size and orientation, including ascenders and descenders.</li><li>• Increase legibility and quality of handwriting by ensuring downstrokes of letters are parallel and equidistant.</li></ul> <p><b>Experiences</b></p> <ul style="list-style-type: none"><li>• Frequent, direct teaching of each of the four different joins for joined writing.</li><li>• Frequent practise for children to develop the legibility, consistency and quality of their handwriting.</li><li>• Specific teaching to meet children's needs, for example if they are left handed.</li><li>• Clear expectations for handwriting <b>ACROSS THE CURRICULUM</b>.</li></ul>
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