

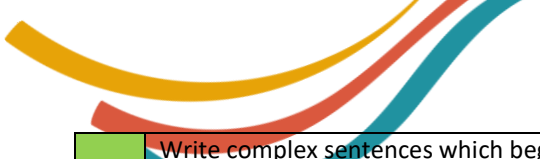
ENGLISH KEY LEARNING INDICATORS
YEAR 4
SUPPORTING MATERIALS

YEAR 4	WORD STRUCTURE		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Apply learned code when attempting to spell words	- Make phonetically plausible attempts to spell unfamiliar words - Segment words into sounds - Blend the sounds together - Manipulate sounds to create new words	e.g., Sounds Write planning
	Spell correctly all Y1 & Y2 words listed as common exception words and all words from Y3 & Y4 word list in NC English Appendix 1: Spelling.	- Spell words correctly - Identify the number of syllables in each word (if applicable) - Say and write the sounds in each syllable - Say and write the sounds in each word - Choose correct spellings of each sound to spell the word - Describe the spelling pattern (if applicable) - Identify words which have the same sounds same spelling - Identify words which have same sound different spelling	e.g., Sounds Write planning 49-sounds_write_english_spellings_lexicon SW 3000 words scope and sequence June 21

YEAR 4	TRANSCRIPTION		
	Join letters and words fluently	- Sit correctly at a table, holding a pencil correctly - Form capital letters - Write all capital letters clearly bigger than lower case letters - Demarcate words with clear finger spaces - Write punctuation marks at an appropriate size - Start forming letters from the line - Know that capital letters do not join to lower case letters - Form lower-case letters in the correct direction, starting and finishing in the right place - Form all letters accurately from memory - Join all letters accurately from memory	http://debbiehepplewhitehandwriting.com/free_resources.html Handwriting CPD on DEMAT CPD website



YEAR 4			
	SENTENCE STRUCTURE		
	STRUCTURE AND GRAMMAR		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify and explain a MAIN CLAUSE and a SUBORDINATE CLAUSE	- Identify when a sentence is simple - Identify and discuss when a sentence is not simple and explain why - Identify the subject and verb in both clauses in compound and complex sentences - Explain that a main clause is a complete thought - Identify and explain a main clause - Explain that a subordinate clause cannot make sense on its own - Explain that a subordinate clause needs a subordinate conjunction - Identify subordinate conjunctions in sentences - Explain that a subordinate clause can be used at the beginning of the sentence - Explain that when a subordinate clause is used at the beginning of a sentence it is followed by a comma	See subject knowledge pack Section one: sentences
	Identify sentences which open with present participles (ing) to form complex sentences	- Explain that a present participle forms the present continuous tense - Explain that a present participle always ends with the suffix 'ing' - Identify the proceeding main clause that completes the sentence - Read present participles - Identify examples of different present participles in sentences - Explain the present continuous tense	See subject knowledge pack Section one: sentences Section two: tenses



Write complex sentences which begin with present participles (ing)	- Capitalise the present participle at the beginning of the sentence - Maintain a consistent use of present continuous tense - Always use 'ing' to spell the suffix in the present participle - Write a proceeding main clause to complete the sentence - Vary examples of present participles across the same piece of writing - Explain what a complex sentence is - Identify the main clause - Identify the subordinate clause - Punctuate sentences accurately	See subject knowledge pack Section one: sentences Section two: tenses
Write complex sentences that open with a preposition indicating WHERE an event occurred	- Explain what a preposition is - Explain what a complex sentence is - Identify the beginning of the sentence - Use a preposition at the start of the sentence - Use an appropriate subordinate conjunction - Identify the main clause - Identify the subordinate clause - Punctuate sentences accurately	See subject knowledge pack Section one: sentences Section two: tenses Section three: tenses Section four: punctuation
Write sentences which open with an adverb/adverbial phrase	- Explain what an adverb is - Explain what an adverbial phrase is - Explain why a phrase is not a clause - Identify the beginning of the sentence - Use an adverb/adverbial phrase at the start of the sentence followed by a comma - Identify and explain the sentence type – simple, compound or complex. - Punctuate sentences accurately	Subject knowledge pack Section three: word class
Write sentences which include a PHRASE	- Explain that a phrase is a group of words in a sentence that does not contain a verb and its subject - Identify a phrase in fiction and non-fiction - Explain the difference between an adverbial phrase and prepositional phrase - Include phrases in sentences – explain choice of phrase - Punctuate all sentences accurately	Subject knowledge pack Section one: sentences Section four: punctuation



	To indicate in writing, using an adverbial subordinate clause, WHEN events occur	- Explain what an adverbial subordinate clause is - Explain that a subordinate clause does not make sense on its own - Explain that the sentence must be complex - Include an appropriate adverbial subordinate clause in fiction writing	Subject knowledge pack Section one: sentences Section three: word class
	TYPES OF SENTENCES		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify exclamations	- Explain that exclamations are one of four sentence types - Explain that exclamations express force or strong emotion - Explain that an exclamation mark demarcates the end of an exclamation sentence - Explain that exclamations can start with 'what' or 'how' e.g., 'What fools people can be!' - Explain that exclamations can imply urgency 'We must save the rhinos!' - Explain that exclamations can imply surprise e.g., 'The scientists opened the tomb. It was empty!'	Subject knowledge pack Section one: sentences Section four: punctuation
	Write exclamations	- Write sentences that begin with 'what' or 'how' - End an exclamation with an exclamation mark as a stop mark - Write sentences that expresses force or strong emotion - Position exclamations at appropriate points in the paragraph e.g., as a topic sentence to start a paragraph in an informal letter - Write the exclamation mark within the inverted commas for speech - Match exclamations in speech with an appropriate verb in the narrative e.g., 'How well Pippa looked yesterday!' exclaimed Susan.	Subject knowledge pack Section one: sentences Section four: punctuation



Identify and use questions accurately	- Explain what a question is - Describe how questions are punctuated - Explain why an author used a question - Separate questions from non-questions (e.g., statements) - Explain why a question is not a statement - Write questions in a grammatically accurate way - End questions with an appropriate-sized question mark - Change statements into questions - Write a possible question based on a given answer - Use a question as a way to interest a reader in fiction - Use a question as a way to interest a reader in non-fiction - Articulate the difference between a question and a rhetorical question	Subject knowledge pack Section one: sentences Section four: punctuation
Identify and use commands accurately	- Explain that a command gives advice or instructions - Explain that a command can express a request - Identify the imperative verb - Explain who the subject is and why the subject is not stated - Uses a command gives advice or instructions - Uses a command to express a request - Write the imperative verb - Know who the subject is and why the subject is not stated - Punctuate with a full stop or exclamation mark - Explain why full stop or exclamation mark has been used	Subject knowledge pack Section one: sentences Section four: punctuation
Explain the difference between question, exclamation, command and statement	- Explain that questions are the only sentence type that use a question mark as a stop mark - Explain that commands and exclamations are the only sentence types that use an exclamation mark as a stop mark - Explain that the statements are the only sentence type that require an object to complete the sentence - Explain that statements, exclamations and question all have a subject written into the sentence, whereas commands often have implied subjects	Subject knowledge pack Section one: sentences Section four: punctuation

PUNCTUATION

Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify and explain why a comma was used when two main clauses are joined with the co-ordinating conjunctions: FOR, AND, NOR, BUT, OR, YET, SO	- Identify when a comma has been used in any text before for/and/nor/but/or/yet/so Explain that when two independent clauses have been joined with a conjunction, a comma is used before the conjunction for/and/nor/but/or/yet/so	Subject knowledge pack Section one: sentences Section four: punctuation
Use a comma with the co-ordinating conjunctions: FOR, AND, NOR, BUT, OR, YET, SO when the conjunction joins two main clauses	- Identify when a conjunction has been used in own writing - Use a comma before for/and/nor/but/or/yet/so when they are followed by a main clause (subject and verb) - Explain why a comma has been used	e.g. <i>Tom went to the park, and he bought an ice cream.</i> ü (2nd main clause includes subject) • Recognise when a comma splice has been used and be able to correct it. e.g., <i>Tom went to the park, and bought an ice cream.</i> ✗ (no subject)
Identify why all punctuation marks have been used in speech sentences	- Identify when a character is speaking - Identify inverted commas in written text (fiction) - Identify the speaker in fiction writing - Identify the punctuation around the inverted commas and explain why they have been used - Explain how the punctuation affects the speaker/character	Subject knowledge pack Section four: punctuation
Write sentences with all speech punctuation correct	- Use inverted commas only around the words being spoken by each character - Use appropriate punctuation before the closing inverted comma (., ! ? ...) - Start each speaker on a new line/paragraph - When the same character continues speaking, continue in the same paragraph - Use appropriate verbs to demonstrate how the character is speaking - Use appropriate adverbs to demonstrate how the character is speaking	Subject knowledge pack Section four: punctuation



	Identify why a comma has been used after a present participle opener	- Identify when a present participle has been used - Explain that a present participle forms the present continuous tense - Explain that a present participle always ends with the suffix 'ing' - Identify the proceeding main clause that completes the sentence - Read present participles - Identify examples of different present participles in sentences - Explain the present continuous tense	Subject knowledge pack Section two: tenses Section four: punctuation
	Use a comma after writing a present participle opener	- Capitalise the present participle at the beginning of the sentence - Maintain a consistent use of present continuous tense - Always use 'ing' to spell the suffix in the present participle - Write a proceeding main clause to complete the sentence - Vary examples of present participles across the same piece of writing - Explain what a complex sentence is - Identify the main clause - Identify the subordinate clause - Punctuate sentences accurately with a comma after the present participle	Subject knowledge pack Section two: tenses Section four: punctuation

ORACY

YEAR 4	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Read their completed work out loud in presentation voice	- Read own work in a confident and clear voice - Use punctuation to indicate feelings - Pause appropriately at commas and stop marks - Explain reasons for changes in voice	
	Learn and recite a poem	- Retell the poem in a clear and confident voice - Understand the meter of the poem - Deliver the poem with the correct rhythm - Identify which words are rhyming words (if appropriate to chosen poem)	
	Plan, prepare and deliver a PRESENTATION	- identify a subject area to present - identify the audience (including demographic information) - include an introduction that contains a hook for the reader - include points in separate slides elaborated with at least one sentence. Each slide must open with an introduction and close with a concluding sentence - all slides linked by a related connecting phrase (where appropriate) - include a conclusion that summarises, challenges action, emphasises the authority of those presenting and links to the introduction - use accompanying diagrams/pictures to illustrate points - use examples to illustrate points - deliver a presentation in a confident and clear voice - pause appropriately between slides/points	

TEXT STRUCTURE

FICTION

Key Learning Indicator	What the child will be able to do	Supporting Documents
Write narratives organised into paragraphs which include: • A setting • Main characters – including a protagonist and an antagonist • A problem/dilemma • A build up and climax • A resolution • An ending – an event or suggestion beyond the resolution	- Identify a genre for the story - Choose an appropriate setting and explain reason for choice - Create a mood for the setting and explain why - Write at least one sentence to describe the setting - Explain that a protagonist is the main character - Explain that an antagonist is the character who is against the main character - Create two characters or use characters from text - Explain that a problem in a story is a conflict that affects the characters - Explain the problem of the story - Explain why it is a problem - Write at least one sentence to describe the problem - Explain that a build-up is how the author creates tension and uses action to get to the problem - Explain the build up to the problem - Write at least one sentence to create the build up - Explain that the climax of a story is when the tension or action reaches its highest part - Explain the climax of the story - Write at least one sentence to create the climax - Explain that the resolution is the part of the story that shows how the problem is resolved - Explain the resolution of the story - Write at least one sentence to create the resolution - Explain that the ending of the story is how the story finishes - Explain the ending of the story - Write at least one sentence to end the story Types of story endings: - Cliff-hanger - Twist - Unhappy ending - Moral ending/lesson	Subject knowledge pack Section five: literary elements

YEAR 4

	Identify stanzas in poetry	- A group of lines in a poem with the same meter - Can also be referred to as a verse - Identify rhyming couplets within stanzas (where appropriate to the poem)	
	NON-FICTION		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Write non-fiction texts which have: • An introduction of at least two sentences • Three points in separate paragraphs opened with an appropriate conjunction and elaborated with at least three sentences joined with conjunctions • At least two paragraphs linked by a related connecting phrase • A summarising conclusion	- Discuss what the non-fiction text is about - Explain that the introduction needs a hook to make the reader read on - Write an introductory paragraph of at least two sentences - Discuss what extra information the text needs to give - Write at least three paragraphs with additional information - Use an appropriate connective phrase to join the sentences - Ensure paragraphs are cohesive - Explain that a conclusion is to summarise the information - Write at least one concluding paragraph.	Single paragraph outline (SPO) planning template
	Know and write the main features of letter, instructions, a report, a recount (biography), and an explanation text	Letter: - the sender's address - the receiver's address - the date - the name/greeting at the start of a letter with Dear... - the sign off with either Yours sincerely/Yours faithfully - Know the difference between Yours sincerely and Yours faithfully Recount (biography): - Name of person - Date of birth and date of death (if applicable) - 3rd person narrative viewpoint - Past tense - Important events	Single paragraph outline (SPO) planning template



	- Introductory paragraph - Concluding paragraph - Photograph Explanation text: - Audience – who are you explaining to? - Purpose – why are you helping someone with this? - Chronological order - Diagrams to illustrate - Introductory paragraph - Concluding paragraph - Generalisation - Technical vocabulary - Detail to help the reader to understand points	
Identify and use formal language	- Explain the difference between informal and formal language - Discuss types of writing which has formal language - Identify the features of formal writing: • Accurate and precise • Full forms (no contractions) • Can be in the passive voice • Use 3rd person	
Know the difference between fact and opinion	- Explain the difference between fact and opinion Opinion: How a person feels about something or what they think or believe Fact: Something that is true and can be proved - Identify when a fact has been used - Identify when an opinion has been used - Understand that opinions can be disagreed with, but facts cannot	

COMPOSITION

ANALYSIS

YEAR 4	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify and explain: Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/dilemma Mood Similar stories Sentence structure Vocabulary choices Theme Narrative conflict Plot type Authorial viewpoint	<i>Genre</i> – Science fiction, horror, ghost, adventure, traditional, fairy tale, detective, mystery, fantasy, myths and legends <i>Plot outline</i> – The main events of the story <i>Narrative viewpoint</i> – 1 st , 2 nd or 3 rd person <i>Hooks</i> – The opening of the story that grabs the reader's attention <i>Closure</i> – A sense of an ending <i>Setting</i> – Where the story is set <i>Characters</i> – the main characters (protagonist and antagonist) <i>Problem</i> – resolvable situation <i>Dilemma</i> – a difficult choice between two equally weighted elements <i>Mood</i> – The atmosphere of the story <i>Similar stories</i> – stories with a similar storyline, similar characters, similar moral/lesson <i>Sentence structure</i> – the author's use of sentences <i>Vocabulary choices</i> – the author's specific choices of vocabulary <i>Theme</i> – how the meaning of a story is defined (not the plot) e.g. alienation, ambition, betrayal, courage, deception, discovery, escape, death, fear, freedom, good versus evil, jealousy, justice, loneliness, love, power, prejudice, security, spirituality, survival <i>Narrative conflict</i> – The challenge the main characters face to solve in order to achieve their goals. Man vs. Self, Man vs. Man, Man vs. Society, Man vs. Nature, man vs. Machine, Man vs. Supernatural <i>Examples of Plot type</i> – - Overcoming the monster – the protagonist sets out to defeat an antagonistic force (Theseus, Beowulf, Star Wars) - Rage to riches – The protagonist acquires wealth, power, love (Cinderella, Aladdin, Jane Eyre) - Quest – The protagonist sets out to acquire an important object or get to a location. They face obstacles along the way (The Odyssey, Watership Down) - Voyage and return – The protagonist goes to a strange land, face threats and return with experience (Goldilocks, Peter Rabbit, The Hobbit) - Comedy – Light and funny with a happy ending	Subject knowledge pack Section five: literary elements



		(A Midsummer Night's Dream, Twelfth Night) • Tragedy – The flaw or mistake of the protagonist is their undoing. The end is the fall of a good character (Macbeth, Anna Karenina) • Rebirth – An event forces the protagonist to change their ways and become a better person (A Christmas Carol, Beauty and the Beast) • <i>Authorial viewpoint</i> – The voice used by author that expresses their opinions	
LANGUAGE DEVICES			
Key Learning Indicator	What the child will be able to do		Supporting Documents
Identify and use repetition	- Explain that repetition is a device that repeats the same words or phrases a few times to make an idea clearer or more memorable - Explain that repetition could be a word, a phrase, a full sentence or a line in poetry - Explain that it is used to emphasize significance - Identify examples of repetition in text and explain why it has been used - Identify <i>analepsis</i> – repetition of a word or phrase for emphasis - Identify <i>anaphora</i> – repetition of a word at the beginning of successive phrases for emphasis - Explain the difference between <i>analepsis</i> and <i>anaphora</i> - Identify examples of <i>diacope</i> – repetition of a word or phrase with one or two intervening words (e.g., <u>To be</u>, or not <u>to be</u>!) - Choose appropriate repetition device - Explain use of repetition in own writing - Explain overuse of repetition		Subject knowledge pack Section six: literary techniques



	Identify and use dialogue for characterisation	- Explain that characterisation is a word that describes how the author develops the personality of the characters - Discuss how a character's name may create character - Discuss how a character moves and speaks may create character - Explain that dialogue are the conversations and thoughts of characters in a fiction text - Identify verb choices made by authors to describe how a character is speaking - Identify word choices made by authors to describe how/what a character is thinking - Identify the words a character says and how these may create a character - Identify contrast between characters with how the author uses dialogue - Know and understand the personalities of the characters being written about - Know the conversation/thoughts of the characters - Use correct speech punctuation to show dialogue - Use appropriate verb choices to describe how a character is speaking - Make appropriate choices of adverbs to show how a character speaks or behaves in a conversation	Subject knowledge pack Section six: literary techniques
	Identify and use sensory language (imagery)	- Explain that sensory language connects to the five senses (sight, sound, smell, taste, touch) - Explain that sensory language makes writing more realistic and descriptive - Identify uses of sensory language in text and explain which sense - Explain that metaphors and similes can use imagery (e.g., love is blind) - Explain <i>synaesthesia</i> – where one sense can describe another e.g., the words cut the air like a dagger - Use sensory language to describe a character - Use sensory language to describe a setting	Subject knowledge pack Section six: literary techniques



	Use hyperbole effectively	- define hyperbole as an <i>unreal</i> exaggeration to emphasise the real situation - select a statement to exaggerate - exaggerate the selected statement beyond any literal meaning - identify where hyperbole has been used to develop contrasts - identify where hyperbole has been used to sensationalise - identify where hyperbole has been used for comedic effect - identify where hyperbole has been used to hook the reader's attention (in text types such as advertisements)	Subject knowledge pack Section six: literary techniques
	Identify and use abstract similes and metaphors	- explain that a simile is a type of metaphor that uses 'as' or 'like' to make an indirect comparison - explain that a metaphor makes a direct comparison between two nouns - explain that the comparative noun (1) is chosen because it has two qualities in common with the original noun (2) e.g. Her eyes (1) were emeralds (2). Emeralds are green but also precious. - identify the original noun and the multiple comparative nouns	Subject knowledge pack Section six: literary techniques
	Identify and use epithets	- Explain that an epithet is a word or phrase which expresses an actual or attributed quality to a character (e.g., Richard the Lion-Hearted) - Identify the use of epithets in texts - Identify the quality which is being attributed to the character - Describe the quality of a character - Formulate the quality into an epithet in own writing - Articulate the difference between an epithet and an expanded noun phrase	

	Identify and use tricolon	- Define tricolon as three parallel plot points, clauses or phrases or words in quick succession - Explain that tricolon can be used to structure stories (e.g., the three little pigs) - Explain that tricolon can be used in speech writing (e.g., Barack Obama's victory speech) - Explain that tricolon can be used in advertising as a persuasive device - Identify where tricolon has been used in fiction - Identify where tricolon has been used in non-fiction - Identify and explain the difference between tricolon and epizeuxis (repeating the same word three times) - Use tricolon in writing and explain why it has been used	Subject knowledge pack Section six: literary techniques
	Identify examples of foreshadowing	- define foreshadowing as a hint of a future event in a chapter or story - identify hints as partial reveals of whole events e.g., a focused description of a fire extinguisher foreshadows a fire at the climax of a story - identify where repetition has been used to draw the reader's attention to a hint - explain why foreshadowing can only be used in the opening paragraph	Subject knowledge pack Section six: literary techniques
	VOCABULARY		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify and use synonyms and antonyms or descriptive phrases for: big, small, hot, cold, happy, scared and sad	- Explain that a synonym is another word with a similar meaning - Explain that an antonym is a word with an opposite meaning - Explain the meaning of one other synonym and antonym for each word - Discuss the different effect of the synonym and antonym - Use synonyms and antonyms in own writing - Explain vocabulary choice	



	To identify and use synonyms and antonyms or descriptive phrases for tired, alert, fast, slow, old, young	- Explain that a synonym is another word with a similar meaning - Explain that an antonym is a word with an opposite meaning - Explain the meaning of one other synonym and antonym for each word - Discuss the different effect of the synonym and antonym - Use synonyms and antonyms in own writing - Explain vocabulary choice	
	To identify and use synonyms and antonyms for said and move	- Explain that a synonym is another word with a similar meaning - Explain that an antonym is a word with an opposite meaning - Explain the meaning of one other synonym and antonym for each word - Discuss the different effect of the synonym and antonym - Use synonyms and antonyms in own writing - Explain vocabulary choice - Explain that no word is synonymous with said	
	Identify and use synonyms and antonyms or descriptive phrases for: sunny, cloudy, rainy, snowy	- Explain that a synonym is another word with a similar meaning - Explain that an antonym is a word with an opposite meaning - Explain the meaning of one other synonym and antonym for each word - Discuss the different effect of the synonym and antonym - Use synonyms and antonyms in own writing - Explain vocabulary choice	



Know and use at least one advanced cohesive connective and connective phrases in non-fiction to ORDER, ADD TO, EXPLAIN, CONTRAST, CONCLUDE	- Explain the meaning of a cohesive connective - Explain what a cohesive phrase is - Identify why a cohesive phrase/connective has been used to: - o Order - o Add to - o Explain - o Contrast - o Conclude - Write a cohesive connective/phrase to: - o Order - o Add to - o Explain - o Contrast - o Conclude - Explain why the phrase or connective was chosen	Subject knowledge pack Section three: word class
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