**Recovery Year Y4 Curriculum**

**Autumn term Y4 Reading Key Objectives (derived from Y3)**

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| **Being a Reader**  Discuss a range of fiction, poetry, plays, non-fiction, reference and text books | | **Being a Reader**  Read for a range of purposes | | **Comprehension - Questioning**  Answer questions by referring back to the text | | **Comprehension - Clarifying**  Check that they understand the text they are reading and explain the meaning of words in context | | **Comprehension - Inferring**  Use textual details to draw conclusions about characters, settings and events | |
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| **Comprehension - Predicting**  Predict what may happen and explain using detail from the text | | **Comprehension – Understanding writers’ use of language**  Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation | |  | |  | |  | |
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**Autumn term Y4 Writing Key Objectives (derived from Y3)**

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| Planning/ Composing  Use their imagination to generate ideas and write engaging texts | | Planning / Composing  Plan, order and organise texts logically | | Composing  Use paragraphs to group related material | | Evaluating  Evaluate their work effectively and make improvements based on this | | Grammar and Vocabulary  Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because | |
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| Grammar and Vocabulary  Use adverbs to express time, place and cause e.g. then, next, soon, therefore | | Punctuation  Use inverted commas with direct speech | | Spelling  Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting | | Handwriting and presentation  Write with joined handwriting in pen consistently | |  | |
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**Spring and Summer Y4 Reading**

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| **Becoming a Reader**  Value and enjoy reading in their spare time | | **Becoming a Reader**  Independently read for a range of purposes | | **Word Reading**  Combine an understanding of phonics, morphology and etymology to aid them in reading unfamiliar words | | **Fluency**  Read year 4 texts fluently | | **Comprehension – Vocabulary Knowledge**  Understand that words can have varied meanings depending on the context | |
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| **Comprehension – Imagining**  Empathise with characters and their situations | | **Comprehension – Asking Questions**  Ask questions about character, motivation, vocabulary and plot to improve their understanding | | **Comprehension – Clarifying and Retrieving**  Apply previous retrieving objectives to year 4 texts | | **Comprehension – Clarifying and Retrieving**  Extract information from a text, when it is hidden within a longer paragraph | | **Comprehension – Clarifying and Retrieving**  Use a knowledge of text type and structure to extract information | |
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| **Comprehension – Inferring**  Use textual details and examples to support inferences and explanations about a text’s meaning | | **Comprehension – Inferring**  Make inferences from evidence found throughout a paragraph | | **Comprehension – Predicting**  Predict what may happen and explain using stated and implied detail from the text | | **Comprehension – Summarising**  Summarise a text using the key points | | **Comprehension – Understanding purpose and viewpoint**  Recognise the viewpoint of an author and distinguish fact from opinion | |
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| **Comprehension – Understanding writers’ use of language**  Select and discuss effective words, phrases and sentences e.g. figurative language | | **Comprehension – Responding to texts**  Answer questions giving evidence from the text in their response | |  | |  | |  | |
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**Spring and Summer Y4 Writing**

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| Planning  Generate ideas for their writing, by combining observations, reading and imagination | | | Planning/ Composing  Plan and write their own texts for a specific (often real) audience and a clear purpose based on the structures, grammar and vocabulary of texts that they have studied | | Planning/ Composing  Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes | | Composing  Create writing which is organised, imaginative and clear | | Composing  Communicate feelings, emotions and opinions | |
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| Composing  Take a viewpoint in a piece of writing | | | Composing  **Use paragraphs to organise ideas (WTS KS2)** | | Composing  Link ideas within a paragraph or section | | Composing  Improve their writing by using some new vocabulary (from Appendix B – year 4) | | Evaluating  Proof–read for spelling, grammar and punctuation errors | |
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| Evaluating  Edit their work effectively and make improvements based on this, adapting vocabulary and grammar for consistency and impact | | | Grammar  Use a wider range of conjunctions to extend sentences including when, if, because, although | | Grammar  Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition) | | Grammar  Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) | | Grammar  **Use adverbs and/or adverbials for cohesion across a text e.g. however, before (contributes to EXS KS2)** | |
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| Grammar  Use fronted adverbials | | | Grammar and Vocabulary  Write and use complex sentences | | Punctuation  **Use commas for marking subordinate clauses (contributes to WTS KS2 and EXS KS2)** | | Punctuation  **Use commas to mark fronted adverbials (contributes to EXS KS2 and GD KS2)** | | Punctuation  **Use inverted commas and other speech punctuation appropriately (contributes to EXS KS2 and GD KS2)** | |
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| Punctuation/ Spelling  **Use apostrophes to show plural possession (contributes to EXS KS2 and GD KS2)** | | | Spelling  Combine phonics, morphology, etymology and spelling conventions to spell unfamiliar words | | Spelling  Spell words with the suffixes –ly, -ous, -al, -ary, -ic and the endings –sure and -ture | | Spelling  Spell words with the –tion, -sion, -ssion and -cian ending | | Spelling  Spell common homophones e.g. fair/fare, break/brake | |
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| Spelling  **Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various, exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore, accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight (WTS KS2)** | | | | | Spelling  Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey | | Handwriting and presentation  Write consistently with neat, legible and joined handwriting | |  | |
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