**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/ ComposingUse their imagination to generate ideas and write engaging texts | Planning / ComposingPlan, order and organise texts logically | ComposingUse paragraphs to group related material | EvaluatingEvaluate their work effectively and make improvements based on this | Grammar and VocabularyUse conjunctions to express time, place and cause e.g. when, so, before, after, while, because |
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| Grammar and VocabularyUse adverbs to express time, place and cause e.g. then, next, soon, therefore | PunctuationUse inverted commas with direct speech | SpellingAdd 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 presentationWrite 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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| PlanningGenerate ideas for their writing, by combining observations, reading and imagination | Planning/ ComposingPlan 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/ ComposingDevelop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes | ComposingCreate writing which is organised, imaginative and clear | ComposingCommunicate feelings, emotions and opinions |
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| ComposingTake a viewpoint in a piece of writing | Composing**Use paragraphs to organise ideas (WTS KS2)** | ComposingLink ideas within a paragraph or section | ComposingImprove their writing by using some new vocabulary (from Appendix B – year 4) | EvaluatingProof–read for spelling, grammar and punctuation errors |
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| EvaluatingEdit their work effectively and make improvements based on this, adapting vocabulary and grammar for consistency and impact | GrammarUse a wider range of conjunctions to extend sentences including when, if, because, although | GrammarUse pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition) | GrammarWrite 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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| GrammarUse fronted adverbials | Grammar and VocabularyWrite 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)** | SpellingCombine phonics, morphology, etymology and spelling conventions to spell unfamiliar words | SpellingSpell words with the suffixes –ly, -ous, -al, -ary, -ic and the endings –sure and -ture | SpellingSpell words with the –tion, -sion, -ssion and -cian ending | SpellingSpell 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)** | SpellingSpell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey | Handwriting and presentationWrite consistently with neat, legible and joined handwriting |  |
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