

**Objectives for Year 4 Term 3**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Use formal/informal registers when appropriate Ask relevant questions after listening to build understanding Take different roles in groups e.g. leader, reporter, scribe, mentor</p> <p><b>Drama</b> In a group, present their own play by learning lines, making props and creating simple sound and light effects</p>	<p><b>Word Reading</b> Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p><b>Being a Reader</b> Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis</p> <p><b>Reading Comprehension</b> Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify instances where structure and layout contribute to meaning</p>	<p><b>Planning, Composing and Evaluating</b> Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Make the form of writing consistently clear, relevant and organised Experiment with layout when writing poems Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Engage the reader fully at points Link ideas within a paragraph or section Communicate feelings, emotions and opinions Take a viewpoint in a piece of writing Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 4)</p> <p><b>Grammar, Punctuation and Vocabulary</b> Use correct grammatical terminology when discussing their writing Know what a subordinate clause is Use a wider range of conjunctions to extend sentences including when, if, because, although</p>	<p><b>Spelling</b> Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell words where the k sound is spelt ch (Greek origin) e.g. chorus Spell words where the sh sound is spelt ch (French origin) e.g. chalet Spell -gue and -que words (French origin) e.g. tongue, antique Spell words where the s sound is spelt sc (Latin origin) e.g. scene Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p><b>Handwriting and Presentation</b> Write consistently with neat, legible and joined handwriting Present on-screen texts which consistently appeal to the reader</p>

	<p>Engage in a discussion on an author's use of language  Distinguish between fact and opinion when discussing viewpoint  Make connections between texts in terms of plot, similar characters, same author etc.</p> <p><b>Being a Researcher</b>  Distinguish between fact and opinion in order to verify the accuracy and reliability of information  Appraise the usefulness of a text for a task  Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p>Know what a complex sentence is  Write complex sentences  Use commas for marking off subordinate clauses</p>	
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