English and Communication @ Mandeville

English is my words

English language is an essential foundation that provides access to the whole curriculum leading to success within society and employment. Each of the skills of speaking, listening, reading and writing are essential to this success. Reading high quality and inspiring texts allows children to develop culturally, emotionally, intellectually and socially. They will find a voice that can manipulate language and lead them to express themselves creatively both verbally and in writing to a range of audiences. The curriculum prioritises the development of vocabulary and language to address any disparity caused by social disadvantage.

Y4 Curriculum	KPI
Fiction: Descriptive, letter, historical settings, play scripts, stories around a theme, suspense writing **Non Fiction:** Non-chronological reports, persuasion, biography, newspaper **Poetry:** Narrative poetry, figurative, rap, monologues	**Writing:** **Working towards the expected standard for end of year** Begin to use paragraphs In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings). use the range of punctuation taught up to and including Y2 correctly and some of the punctuation taught in Y3 and Y4. **Working at the expected standard for end of year** Write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings). Create settings, characters and plot in narrative. Use speech punctuation correctly most of the time. Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence). Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause). Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been). Use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials; use of apostrophe). Spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings. Write legibly and with increasing fluency, paying attention to size and spacing. Maintain the use of joined handwriting throughout independent writing. **Working at greater depth for end of year** Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Develop character through description, actions and dialogue. Begin to make choices about using sentences of different lengths and types. Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary). **Reading:** Note examples of descriptive language and explains the mood or atmosphere they create Recognise the introduction, build-up, climax or conflict and resolution in narrative Retrieves information from text where there is competing (distracting) information Identifies key words and phrases as evidence when making a point Identifies the structure and features of a range of non-fiction, narrative and poetry texts.

	Analyses how structural and presentational features contribute to purpose in a range of texts Explain and justify opinions on the resolution of an issue/whole narrative Summarise the main ideas of a non-fiction text Identify techniques used by the author to persuade the reader to feel sympathy or dislike Justify opinions of particular characters Distinguish between fact and opinion Make deductions about the motives and feelings that might lay behind characters' words Summarise the way that the setting affects characters' appearance, actions and relationships