



# Orton Wistow Primary School – Curriculum Plan



Subject : English

Year : 4

Term : Whole Year



## Vocabulary

Define the word and include etymology if useful.

**determiner** - in grammar, a word, such as "a," "that," and "many," that in languages such as English often occurs before a noun or noun phrase and limits its range of application. (To determine)

**pronoun** - a word that can take the place of a noun or noun phrase.

**possessive pronoun** - Possessive pronouns are words that take the place of nouns and show ownership.

**adverbial** - of, relating to, or functioning as an adverb. An adverbial clause at the beginning of a sentence is generally set off by a comma.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

- spell further homophones
- spell words that are often misspelt (Appendix 1)
- use further prefixes and suffixes and understand how to add them
- how to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- assessing the effectiveness of their own and others' writing and suggesting improvements
- using fronted adverbials
- difference between plural and possessive -s
- Standard English verb inflections (I did vs I done)
- extended noun phrases, including with prepositions
- appropriate choice of pronoun or noun to create cohesion



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting
- discussing and recording ideas
- read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors

									
<p><b>Vocabulary</b></p>	<p><b>Knowledge</b> What children will know</p>			<p><b>Understanding</b> What children will understand</p>			<p><b>Skills</b> What children will be able to do</p>		
<p><b>Define the word and include etymology if useful.</b></p>	<p><b>Learning</b> Remembering</p>	<p><b>Teaching</b> Telling</p>	<p><b>Assessment</b> Testing</p>	<p><b>Learning</b> Practising</p>	<p><b>Teaching</b> Coaching</p>	<p><b>Assessment</b> Observing</p>	<p><b>Learning</b> Reflecting</p>	<p><b>Teaching</b> Facilitating</p>	<p><b>Assessment</b> Evaluating</p>
				<ul style="list-style-type: none"> <li>• using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>					