

Year 4 Long-term planning

| READING | |
|--|---|
| <ul style="list-style-type: none"> ● At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. ● When children are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print: for example in reading <i>technical</i>, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should. | <ul style="list-style-type: none"> ● The focus should continue to be on children's comprehension. The knowledge and skills that children need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge. ● Children should be taught to recognise themes in what they read. They should also learn the conventions of different types of writing, such as the greeting in letters or the use of presentational devices such as numbering and headings in instructions. ● Children should be taught to use the skills they have learned earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. ● Children should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. They should also have opportunities to exercise choice in selecting books. ● Reading, re-reading, and rehearsing poems and plays for presentation and performance gives children opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. ● When using non-fiction, children should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes. ● Children should have guidance about the kinds of explanation and question that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all children take part. |
| WRITING | |

| | |
|---|---|
| <ul style="list-style-type: none"> ● Children should learn to spell new words correctly and have plenty of practice in spelling them ● They should understand how to place the apostrophe in words with regular plurals (<i>girls</i>; <i>boys</i>) and in words with irregular plurals (<i>children's</i>). ● As in Years 1 and 2, children should continue to be supported in understanding and applying the concepts of word structure (see Appendix 2). ● Dictionaries are not useful for children who cannot yet spell, since these children do not have sufficient knowledge of spelling to use them efficiently. ● Children should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which children are able to write down what they want to say. This, in turn, will support | <ul style="list-style-type: none"> ● Children should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take. ● Children should understand, through being shown, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Children should be taught to monitor whether their writing makes sense, checking at different levels. ● Grammar should be taught explicitly: children should be taught the terminology and concepts set out in Appendix 2, and be able to apply them correctly to examples of real language. ● Children should start to learn about some of the differences between |
|---|---|

