



# St. Antony's Catholic Primary School



## English Key Performance Indicators Curriculum Map

- Follow the discrete grammar curriculum that links with the genre that you are covering.
- Highlight grammar areas, as and covered, you will go back to review and secure.

Year 4

### Reading

- ✚ Give a personal point of view on a text.
- ✚ Can re-explain a text with confidence.
- ✚ Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ✚ Reading books that are structured in different ways and reading for a range of purposes
- ✚ Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books
- ✚ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- ✚ Discussing words and phrases that capture the reader's interest and imagination.
- ✚ Recognising some different forms of poetry for example, free verse, and narrative poetry.

#### Grammatical Features

- ✚ Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.

#### Intonation and Expression

- ✚ Use appropriate voices for characters within a story.

#### Prediction, inference & deduction

- ✚ Justify inferences with evidence, predicting what might happen from details stated or implied.

#### Research Skills & Scans

- ✚ To locate information and/or answer a question

#### Word Reading

- ✚ Pupils to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
- ✚ Read further exception words, noting the unusual.
- ✚ Correspondences between spelling and sound, and where these occur in the word.

- + Understand what they read, in books they can read independently, by: -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- + Asking questions to improve their understanding of a text
- + Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- + Predicting what might happen from details stated and implied
- + Identifying main ideas drawn from more than one paragraph and summarising these
- + Identifying how language, structure, and presentation contribute to meaning
- + Retrieve and record information from non-fiction
- + Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

### Writing

#### Sentence & text structure

Vary sentence structure, using different openers.

- + Use adjectival phrases e.g. 'The old man walked slowly' or 'The blue sky was beautiful'.
- + Appropriate choice of noun or pronoun.

#### Paragraphing

Use connectives to link paragraphs.

#### Handwriting

Following the Nelson Handwriting Scheme

- + Legible, joined handwriting of consistent quality.
- + Writing in Pencil
- + Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined e.g. initial capital and second letter.
- + Increase the legibility, consistency and quality of their handwriting for example, by

ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

### Writing Transcription

- ✚ Spelling use further prefixes and suffixes and understand how to add them
- ✚ Spell further homophones
- ✚ Spell words that are often misspelt
- ✚ Place the possessive apostrophe accurately in words with regular plurals for example, girls', boys'] and in words with irregular plurals for example, children's
- ✚ Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences

### Composition plan their writing

- ✚ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ✚ Discussing and recording ideas draft and write by:
- ✚ 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
- ✚ In narratives, creating settings, characters and plot
- ✚ In non-narrative material, using simple organisational devices for example, headings and sub-headings evaluate and edit by:
- ✚ Assessing the effectiveness of their own and others' writing and suggesting improvements
- ✚ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ✚ Proof-read for spelling and punctuation errors
- ✚ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

### Genres to cover in Year 4

Adventure Mystery stories Stories that raise an issues Stories about an imaginary world Stories with historical setting Stories from other cultures Write a play script  
Poetry from different cultures and traditions Poetry with theme Modern poetry imagery poetry Nonsense Poems Free Verse Poetry Raps Ballad Classic Poetry  
Performance Poetry Persuasive argument Written advert to persuade Instructions Recounts Journalistic newspaper Report Magazines Non- chronological report  
Information book Explanations Informal & Formal letter Debates Points of view Discussion Balanced argument

## Grammar Punctuation and Spelling Curriculum : Autumn 1 and 2

SPELLING: See Years 3 & 4 Rules and guidance in the National Curriculum Programme of Study. Spelling class work and Homework is done at least 2 times per week. **CAROL VODERMAN'S SPELLING & GRAMMAR pg. 126 – 168**

First 3 Days	Week 1	Week 2 & 3	Week 4 & 5	Week 6
<p><b>Identify 9 word classes in sentences</b> (use a range of resources + CT to model + Pupils to write their own) <b>-Focus on Determiners</b></p> <p><b>PUNCTUATION</b> -Capital letters -Full stop</p>	<p><b>VERBS</b> -INFINITIVE -TENSES (PRESENT, PAST, FUTURE)</p> <p><b>PUNCTUATION</b> -commas</p>	<p><b>NOUNS</b> -COMMON, COLLECTIVE, COUNTABLE, UNCOUNTABLE, ABSTRACT, PROPER CONCRETE, COMPOUND</p> <p>-CHANGE NOUNS TO PRONOUNS</p> <p><b>WEEK 3</b> -SINGULAR AND PLURAL NOUNS</p> <p><b>TYPES OF PRONOUNS</b> -INTERROGATIVE -DEMONSTRATIVE -RELATIVE -INDEFINITE -POSSESSIVE -PERSONAL (SUBJECTIVE &amp; OBJECTIVE)</p> <p><b>PUNCTUATION</b> -colons -semi-colons</p>	<p><b>SENTENCE STRUCTURE</b> <b>-SUBJECT &amp; PREDICATE</b> <b>-SUBJECT + VERB + OBJECT</b> <b>-CLAUSE + PHRASE</b> -Independent &amp; dependent clauses</p> <p><b>- SUBJECT-VERB AGREEMENT</b> <b>-TRANSITIVE AND INTRANSITIVE</b></p> <p><b>PUNCTUATION</b> -review use of commas, dashes, parentheses, colons and semi- colons</p>	<p><b>PHRASES</b> -infinitive phrase -noun (object) phrase -adjective -verb -preposition -participle (Yr. 6) -gerund -apposition (Yr. 6)</p> <p><b>CLAUSES</b> -subordinating and Coordinating.</p>
Week 7	Week 8 & 9	Weeks 10	Week 11	Week 12
<p><b>Shift in Formality</b> <b>PUNCTUATION</b> <b>Speech marks</b> -change from direct to indirect speech -change from indirect to direct</p>	<p><b>TYPES OF ADJECTIVES</b> -descriptive -demonstrative -quantitative -interrogative -distributive -articles -positive (base), comparative, superlative</p>	<p><b>IRREGULAR VERBS</b> (present tense, simple past tense, past participle)</p> <p>AUXILLARY VERBS</p>	<p><b>ADVERBS &amp; ADVERBIAL PHRASES</b> <b>FRONTED ADVERBIALS (OPENERS)</b> -manner -frequency -time - place -degree</p>	<p><b>PREPOSITIONS &amp; PREPOSITIONAL PHRASES</b></p> <p><b>PUNCTUATION</b> <b>Exclamation mark</b></p>

	-irregular (eg good, better, best) <b>DISCUSS ADJECTIVE WORD ORDER</b> <b>DESCRIPTIVE TECHNIQUES</b> -adjectives -adverbs -metaphors -alliterations -similes -onomatopoeia -personification -hyperbole (HAGs) -pathetic fallacy (HAGs) -Oxymoron (HAGs) -emotive language -Groups of three -idioms -verbs to create imagery <b>PUNCTUATION REVIEW</b> -semi-colon -colon -speech marks (inverted commas) -question mark -parentheses			
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**Year 4**

**Grammar Punctuation and Spelling Curriculum : Spring 1 and 2 Review and Secure**

<b>Weeks 1 &amp; 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>PREPOSITION AND PREPOSITIONAL PHRASES</b>  <b>PUNCTUATION</b> -COLON	<b>IRREGULAR VERBS</b>  <b>REVIEW SINGULAR AND PLURAL NOUNS</b>	<b>PREFIXES &amp; SUFFIXES</b>  <b>PUNCTUATION</b> -SEMI-COLON	<b>INTERJECTION</b>  <b>PUNCTUATION</b> -EXCLAMATION	<b>RE-TEACH: REVIEW AND SECURE</b> -WORD CLASSES AND SENTENCE STRUCTURES , COMMAS, SEMI-COLON AND PARENTHESES
<b>Week 7</b>	<b>Week 8</b>	<b>Week 9 &amp; 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>PASSIVE AND ACTIVE VOICE</b> <b>PUNCTUATION</b> <b>Apostrophes</b> -omission -possession	<b>AUXILLARY VERBS</b>  <b>REVIEW AND SECURE</b> -subject-verb agreement	<b>HOMOPHONES/HOMONYMNS &amp; HOMOGRAPHS</b>  <b>REVIEW AND SECURE</b> <b>Auxiliary verbs</b>	<b>COMPOUND WORDS</b>  <b>PUNCTUATION</b> -hyphens	<b>SYNONYMNS &amp; ANTONYMS</b>  <b>PUNCTUATION REVIEW</b> -hyphens

Year 4		Grammar Punctuation and Spelling Curriculum : Summer		
Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Weeks 9 & 10
<b>SENTENCE TYPES</b> -declaratory -exclamatory -command -question <b>PUNCTUATION REVIEW</b> -question marks -exclamation marks -parentheses -dashes -commas	<b>PRESENT, PAST, FUTURE PROGRESS AND CONTINUOUS</b>  <b>PUNCTUATION REVIEW</b> -Inverted commas -apostrophes -dashes -semi-colon	<b>MODAL VERBS</b> -(AUXILLARY VERB REVIEW AND SECURE)  <b>&amp; SUBJUNCTIVE MOOD</b>	<b>PARTICIPLES</b> (review tenses)  <b>PUNCTUATION REVIEW</b> -question mark -exclamation mark -parentheses -dashes -commas	<b>REVIEW WORD CLASSES, TENSES AND SENTENCE TYPES.</b>