

### English Attainment Statements

English Aspect: Speaking and listening	Ongoing throughout the year
Pupils:	
listen and respond appropriately to adults and their peers.	
ask relevant questions to extend their understanding and knowledge.	
use relevant strategies to build their vocabulary.	
articulate and justify answers, arguments and opinions.	
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	
speak audibly and fluently with an increasing command of Standard English.	
participate in discussions, presentations, performances, role play, improvisations and debates.	
gain, maintain and monitor the interest of the listener(s).	
consider and evaluate different viewpoints, attending to and building on the contributions of others.	
select and use appropriate registers for effective communication.	

English Aspect: Reading Comprehension and Enjoyment	Ongoing throughout the year
<b>Pupils develop positive attitudes to reading and understanding of what they read by:</b>	
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, fairy stories, myths, legends, and retelling some of these orally.	
recommending books that they have read to their peers, giving reasons for their choices.	
identifying and discussing themes and conventions in and across 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, narrative poetry].	
<b>understand what they read, in books they can read independently, by:</b>	
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.	
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 genres Year 4 Main (focus in bold)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Fiction - Fables</b>	<b>Poetry</b> Alliteration Enjambment Rhyme	<b>Persuasion</b> <ul style="list-style-type: none"> <li>• Advertising campaign (leaflets, posters)</li> <li>• Recount (newspaper report)</li> </ul>	<b>Fiction - story with flashback. 'Eye of the Wolf' by Daniel Pennac</b>	<b>Myths</b> <ul style="list-style-type: none"> <li>• Nature myth</li> <li>• Hero myth</li> </ul> Explanation	<b>Historical fiction - Raven Boy by Pippa Goodhart and Street Child by Berlie Doherty</b> Description Note taking Monologue Persuasion Recount (diary entry) Non-chronological report play script
Children learn the characteristic language features and structures of different text types, and to apply them in their own writing. Their writing is clearly informed by audience and purpose. Children can apply their skills across a range of contexts in different forms.					

English Aspect: Writing - transcription - Spelling	Autumn	Spring	Summer		
<b>Pupils can/can spell:</b>					
use further prefixes and suffixes and understand how to add them. <b>Suffix: -ous</b> Examples: poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious hideous, spontaneous, courteous <b>Endings: -tion, -sion, -ssion, -cian</b> Examples: invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician					
Words with the /k/ sound spelt <b>ch</b> (Greek in origin) Examples: scheme, chorus, chemist, echo, character					
Words with the /ʃ/ sound spelt <b>ch</b> (mainly French origin) Examples: chef, chalet, machine, brochure					
Words ending with the /g/ sound spelt <b>-gue</b> and the /k/ sound spelt <b>-que</b> (French origin) Examples: league, tongue, antique, unique					
Words with the /s/ sound spelt <b>sc</b> (Latin origin) Examples: science, scene, discipline, fascinate					
Words with the /ei/ sound spelt <b>ei, eigh, or ey</b> Examples: vein, weigh, eight, neighbour, they, obey					
spell further <b>homophones [and near homophones]</b> Examples: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's					
place the <b>possessive apostrophe</b> accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals, [for example, babies', children's, men's, mice's]					
spell words that are often misspelt.					
use the first two or three letters of a word to check its spelling in a dictionary.					
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
use dictionaries to check the spelling and meaning of words.					
use a thesaurus.					
<b>Spell the following words:</b>					
accident	accidentally	answer	arrive	believe	breath
breathe	busy	business	calendar	complete	consider
continue	describe	eight/eighth	famous	forward(s)	grammar
guard	guide	height	imagine	increase	important
interest	knowledge	length	library	mention	minute
natural	occasion	occasionally	opposite	ordinary	particular
peculiar	perhaps	popular	position	probably	promise
purpose	reign	sentence	separate	special	straight
suppose	various	weight			

English Aspect: Writing - transcription - Handwriting	Ongoing throughout the year
<b>Pupils:</b>	
Join their handwriting with increasing accuracy and clarity.	
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.	
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].	

English Aspect: Writing - Composition	Ongoing throughout the year
<b>Pupils plan their writing by:</b>	
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.	
<b>Pupils draft and write by:</b>	
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].	

using a wide range of devices to build cohesion within and across paragraphs.
using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
<b>Pupils evaluate and edit by:</b>
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.

English Aspect: Writing - vocabulary, grammar and punctuation	Ongoing throughout the year
<b>Pupils:</b>	
<b>Word:</b>	
Know the grammatical difference between <b>plural</b> and <b>possessive –s</b>	
Use Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]	
Can use the present perfect form of verbs in contrast to the past tense	
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
Use conjunctions, adverbs and prepositions to express time and cause	
<b>Sentence:</b>	
Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	
Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ).	
<b>Use fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	
<b>Punctuation:</b>	
Use of paragraphs to organise ideas around a theme	
Use appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	
Use and punctuate direct speech accurately and appropriately.	
<b>Text:</b>	
Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]	
<b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ]	
Use of commas after <b>fronted adverbials</b>	
<b>Terminology:</b>	
use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.	
determiner	
pronoun, possessive pronoun	
adverbial	

## Examples of pupil writing - year 4

An interview with a story character

Pupils were asked to select a story book character and to interview her/him for a magazine article. Pupil D decided to interview Jack from the story *Jack And The Beanstalk*. Pupils were given some planning time to consider questions they might ask the character prior to writing. The teacher asked pupils to ensure that the character's feelings and motive were represented. The writing is independent and is the first draft. The interview is typed for clarity.

The collection has been assessed with reference to the performance descriptors produced by STA.

### An Interview For A Magazine

I was lucky to get an exclusive interview with the giant hero Jack. He was just recovering with a broken arm from when the beanstalk fell on him.

Q. Tell us about your background Jack.

A. I live in a cottage with my mother and Daisy our cow. Things got so hard that we had to sell Daisy our cow. We did it for the best to get some money, because we were very poor, everyone in the village was poor.

Q. How did you feel about selling Daisy?

A. I took her to a old man running a stall, he gave us magic beans instead of money it is probley not money but at least it is something!

Q. How did your mother react when you showed her the beans?

A. Well, she through the beans out of the window crossly! She went crazy and she was furious.

Q. Describe how you felt the next day when you saw the beanstalk?

A. I had to look twice. I thought I was dreaming I was AMAZED!!! Because there was a giant... BEANSTALK!!! I ran down the stairs to call my angry mother.

Q. Can you describe the giant for us Jack?

A. He has thick leather boots And a big chubby belly. He also had a big black belt and a giant green top on and black trousers.

Q. Explain how you got away Jack.

A. I climed down the beanstalk just in the neck of time and when I got down I chopped the beanstalk down with a big axe.

The class had studied different uses of the persuasion genre across a range of curriculum areas. Pupils explored the key features in a variety of reading and visual material. Using what they had learned, pupils were asked to create an advert to sell a new toy. Prior to writing, the class discussed which features would be useful to use in an advert. Pupils were asked to consider different sentence openers for reader appeal. The writing is independent and typed for clarity. Pupil D read the advert in the style of a radio advert to the class with appropriate emphasis on key words and phrases. On reading aloud, she spotted the error about the batteries.

The collection has been assessed with reference to the performance descriptors produced by STA.

### The New Toy - Angelica

Do you want your child to be entertained for hours? Your child will be guaranteed to love Angelica!

She will bring a beaming smile the minute your child sees Angelica. Angelica is a karaoke doll with vivid pink, green, white and purple clothes. Another feature of Angelica is that she has long, golden hair and your child can create different hairstyles.

Secondly, Angelica can help your child be confident if your child is shy she can:

1. She sings to your child.
2. Your child sings to Angelica.
3. Your child sings alone.

Do you want to know what she sings? ok then! She sings:

1. "Bad girls."
2. "The number one hit 'Pizza song'"
3. "The 'treat song'"

Angelica is a bargain at the price of £20.00. It is not that bad is it?

Batrays not included so no need to panic.

Safety point: Do not put Angelica near water!

Have I persuaded you? ---- no ----yes

In a creative writing project, pupils were asked to write an imaginative story based on a magic box. The teacher worked with the class to show how such a story could be built up to create a sense of mystery and suspense. Pupils had a choice of what the magic box might contain. Pupils had 10 minutes' planning time and the story was written over two lessons. The sample shows the story opening produced independently in the first lesson.

### A big shock for Prim.

"Mom," I shouted. Mom  
"Yes Prim?" <sup>because</sup> Mom shouted back.  
"What's this ugly brown box?" I asked <sup>anxiously</sup>.  
I have  
Prim had long blonde hair and dark brown eyes. <sup>I</sup>  
can see a very shiny, <sup>red</sup> gem on it. "I don't know <sup>surely</sup> what that is,"  
Mom answered, "Bring it down here."

My mom had <sup>soft</sup> golden hair, she was a very mysterious person. Could anybody imagine a pretty girl like my mom as... as a mythical creature? I never know why I think of my mom that way. It gives me the creeps, I thought.

As I went down the stairs, the box started to glow. Strange patterns started to appear.  
"Mooooom," I whispered, "Come here."  
My hands were shaking with terror, "How does it do that?"

BAM! The box flew open, you could see the patterns more clearly now. I wondered why, it didn't scare me at all about it flying open.  
"Get away from that box, it can cause great dangers,"  
My mom spat the words out of her mouth.

"Okay, okay, why?"  
"Why what?"  
"Why does it cause great danger?"  
My mom took a while to answer but when she did answer, I wished I had never asked.

The door creaked open and I screamed. I may be sixteen but everything sure did scare me around here. Could it be possible, anything is true that my mom says.

I turned to the door, sending the box flying. Phew, it was just my dad.

"What's all this shouting for? I can hear you lot in the back garden," my dad wondered.

"Um, I gotta go," my voice managed to say. I grabbed my phone and headed for the door.  
"Hey missy, you came back here," but by the time my dad had finished what he said, I was half way up the road.

Soon, I turned up to Iris' house. It was cold and damp in the house. But I didn't care I was glad to be away from home.  
"Hey, what ya doing here?" Iris questioned me.  
"I needed to get away from home," I answered quietly.  
"Oh, alright, come upstairs," Iris pleaded.

With no hesitation, I ran to Iris' bedroom. Patterns started to flicker on the walls. "Iris, those weird patterns appeared on this box at home, something weirds going on," I muttered.

Suddenly, the box whizzed passed the door, past the window. The box flew over and there right in front of us, was a book and rings. I slid the ring on my right hand's third finger. "Goodmorning," a voice boomed out.