

Literacy Map – Year 4

| GRAMMAR THROUGH READING & WRITING | |
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| Word | Sentence |
| <ul style="list-style-type: none"> • Use verb tenses accurately and consistently – past, present, future, progressive and present perfect • Use personal and possessive pronouns accurately and consistently • Use collective nouns (eg. <i>Squad of players, flock of sheep</i>) and abstract nouns (<i>Happiness, fear, fun, trouble</i>) • Use powerful verbs (<i>clutch, swoop, shriek</i>) to enhance description • Use more adventurous adjectives and adverbs to add detail (<i>gnarled fingers, glistening brightly</i>) • Use previously taught connectives accurately and consistently • Understand and use the connectives since, during, until, unless, also, thanks to this, as a result, to express time and cause | <ul style="list-style-type: none"> • Recognise and use main and subordinate clauses accurately • Use fronted adverbials for when (<i>later that day,...</i>) where (<i>Behind the hedge,...</i>) and how (<i>quietly,...</i>) • Apply the rules of Standard English accurately and consistently – consistency of tense and subject, agreement between nouns/pronouns and verbs, avoidance of slang, avoidance of double negatives • Make appropriate choices of pronoun or noun within a sentence to avoid ambiguity and repetition • Expand noun phrases using adjectives and prepositional phrases (<i>the strict maths teacher with curly hair</i>) |
| Punctuation | Text |
| <ul style="list-style-type: none"> • Use comma after fronted adverbials • Use apostrophes for possession for both singular and plural nouns (<i>the girl's shoes, the boys' game</i>) and know the grammatical difference between plural and possessive –s • Punctuate and organise (new speaker, new paragraph) direct speech correctly | <ul style="list-style-type: none"> • Use paragraphing to reflect themes • Use the first and third person consistently <p>Key terminology: Standard English, possessive pronoun, adverbial.</p> |
| SPELLING (see also Year 3-4 list) | |
| <ul style="list-style-type: none"> • Revision of work from Year 1 and 2 • Adding suffixes beginning with vowels to multi-syllable words • The l sound spelt y other than at the end of words • The u sound spelt ou • Extending prefixes: in, im, ir, il, un, dis, mis, re, sub, inter, super, anti, auto • The suffix – ation • The suffix –ly • Endings which sound like shur spelt – sure, and cher spelt –ture • Endings which sound like shun spelt –sion | <ul style="list-style-type: none"> • The suffix –ous • Endings which sound like shun, spelt –tion, -sion, -ssion, -cian • Words with the k sound spelt ch • Words with the sh sound spelt ch • Words ending with the g sound spelt gue and the k sound spelt que • Words with the s sound spelt sc • Words with the ai sound spelt ei, eigh, or ey • Possessive apostrophe with plural words • Homophones or near homophones |

| WRITING COMPOSITION | HANDWRITING |
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| <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), building a rich vocabulary and range of sentence structures • in narrative texts, creating settings, characters and plot • in non-fiction, using organisational devices (eg. Heading and sub-headings) • using the perfect form of verbs to mark relationships of time and cause <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing, and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency (eg. The accurate use of pronouns in sentences) • Proof reading for spelling and punctuation marks | <ul style="list-style-type: none"> • 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 (eg. By ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch) |
| READING COMPREHENSION (see also word reading) | OTHER ORACY (see whole school objective) |
| <ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of books • 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 them • Identifying how language, structure and presentation contribute to meaning | <ul style="list-style-type: none"> • Listening to and discussing a wide range of texts (and listening to what others say) • Performing and reading poems and play scripts aloud, showing understanding through intonation, tone, volume and action • Discussing their understanding of texts and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Discussing writing similar to that which they are planning to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas for writing |
| RANGE | BOOKS READ IN CLASS |
| <ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories , myths and legends • Identifying recurring themes and elements in different stories and poetry (e.g good triumphing over evil, magical devices) • Learning poetry by heart and recognising different forms of poetry • Preparing poems and play scripts to read aloud, using appropriate intonation and controlling tone and volume so that the meaning is clear • Ensuring pupils have opportunities to write for a range of real purposes and | <p>Coming Soon</p> |

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| audiences as part of their work across the curriculum | |
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