



# Coppleshstone English Curriculum

## Year 4

### Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• <b>English text</b></li> <li>• <b>Author</b></li> <li>• <b>Key Learning Outcome</b></li> </ul>	<p><b>Fiction:</b> The Pea and the Princess - <i>Mini Grey</i> <b>Key Learning Outcome:</b> To write a new twisted fairytale and playscript</p> <p><b>Non-fiction:</b> Newspaper Reports - <i>The Roman Record</i> (Paul Dowswell) - <i>Escape From Pompeii</i> (Christina Balit) <b>Key Learning Outcome:</b> To write a newspaper recount of the last day of Pompeii</p>	<p><b>Fiction:</b> The Snowman - <i>Michael Morpurgo</i> <b>Key Learning Outcome:</b> To write a section of the film to include in the book</p> <p><b>Poetry:</b> List poems and Kennings - The Works - <i>Paul Cookson</i> <b>Key Learning Outcome:</b> To create an original list poem and kenning</p>	<p><b>Fiction:</b> Flotsam - <i>David Wiesner</i> <b>Key Learning Outcome:</b> To write part of the story of <i>Flotsam</i>, including a detailed description of one of the settings</p> <p><b>Non-Fiction:</b> How to Invent <i>Lynn Huggins-Cooper</i> <b>Key Learning Outcome:</b> To write an invention portfolio and timeline</p>	<p><b>Non-Fiction:</b> Persuasive Letter - <i>RSPB- Letter</i> <b>Key Learning Outcome:</b> To write a letter persuading others to consider cycling to school</p> <p><b>Poetry:</b> A River - <i>Marc Martin</i> <b>Key Learning Outcome:</b> To write about a journey through different landscapes</p>	<p><b>Fiction:</b> Monster Slayer - <i>Brian Patten</i> <b>Key Learning Outcome:</b> To write a further 'episode' about a monster slayer's victory over an evil creature</p> <p><b>Non-Fiction:</b> Anthology of Intriguing Animals - <i>Ben Hoare</i> <b>Key Learning Outcome:</b> To write an information text about an unusual animal organised in a specific way</p>	<p><b>Fiction:</b> Selkie - <i>Gillian McClure</i> <b>Key Learning Outcome:</b> To write an original sea myth</p> <p><b>Poetry:</b> Carry Me Away - <i>Matt Goodfellow</i> <b>Key Learning Outcome:</b> To write a poem about a chosen animal</p>



# Coppelstone English Curriculum

## Year 4

### Writing

#### Writing composition taught in every unit

##### Planning writing:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas
- Noting and developing initial ideas, drawing on reading and research where necessary

##### Drafting writing:

- Craft first and second drafts, making improvements by rereading to check 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

##### Evaluate and Edit:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proofread for spelling and punctuation errors

#### Handwriting & Presentation

Children will be taught to:

- 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
- To space lines of writing sufficiently so that the ascenders and descenders of letters do not touch



# Coppleshstone English Curriculum

## Year 4

### Writing

Term	Autumn	Spring	Summer
<p><b>Writing:</b> <b>Grammar &amp; Punctuation</b></p>	<p><b>The Pea and the Princess:</b></p> <ul style="list-style-type: none"> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Use simple past and present perfect tense</li> <li>Use and punctuating direct speech</li> <li>Use inverted commas and other punctuation to indicate direct speech</li> <li>Use words and phrases that capture the reader's interest and imagination</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use pronouns and possessive determiners</li> </ul> <p><b>Newspaper Report - The Roman Record &amp; Escape to Pompeii:</b></p> <ul style="list-style-type: none"> <li>Use the present form of verbs in contrast to the past tense</li> <li>Organise paragraphs around a theme</li> <li>Use adverbs to express time and cause</li> <li>Use and punctuate direct speech</li> <li>Use simple organisational devices [for example, headings and sub-headings]</li> </ul>	<p><b>Flotsam:</b></p> <ul style="list-style-type: none"> <li>Organising paragraphs around a theme</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Using fronted adverbials</li> <li>Using commas after fronted adverbials</li> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Increasing range of sentence in narratives, creating settings, characters and plot</li> <li>Use conjunctions, adverbs, and prepositions to express time, place and cause</li> <li>Make some ambitious and appropriate vocabulary choices</li> </ul> <p><b>Non-Fiction: How to Invent</b></p> <ul style="list-style-type: none"> <li>Use paragraphs to group related material.</li> <li>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organise paragraphs around a theme</li> <li>Use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Use fronted adverbials</li> <li>Use commas after fronted adverbials</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and</li> </ul>	<p><b>Monster Slayer:</b></p> <ul style="list-style-type: none"> <li>Discussing and recording ideas</li> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Increasing range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> <li>Use and punctuate direct speech</li> <li>Use 'show not tell' to develop characters feelings</li> <li>Accurate use of pronouns in sentences</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when'</li> <li>Use conjunctions, adverbs (when) and prepositions (before, after, during, in) to express time and place</li> <li>Use fronted adverbials</li> </ul> <p><b>Anthology of Intriguing Animals:</b></p> <ul style="list-style-type: none"> <li>Use simple organisational devices [for example, headings and sub-headings]</li> <li>Organising sentences into sections</li> <li>Use conjunctions, specific nouns and verbs</li> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> <li>Organising paragraphs around a theme</li> </ul>



# Coppelstone English Curriculum

## Year 4

### **The Snowman:**

- The grammatical difference between **plural** and **possessive** –s
- Using and punctuating direct speech
- Using the present perfect form of verbs in contrast to the past tense
- Indicating possession by using the possessive apostrophe with plural nouns
- In narratives, creating characters
- Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition
- Using fronted adverbials
- Discussing words and phrases that capture the reader's interest and imagination
- Organising paragraphs around a theme

### **List poems and Kennings:**

- Use adverbs and prepositions to express time and cause
- Use adverbs to express time and cause
- Using the present perfect form of verbs in contrast to the past tense
- Expanded nouns phrases with prepositions, fronted adverbial how, where, when
- Compose and rehearse text, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because* and *although*

### *although*

- Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases

### **Persuasive Letter:**

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Using fronted adverbials
- Using commas after fronted adverbials
- Discussing words and phrases that capture the reader's interest and imagination
- increasing range of sentence structures
- In narratives, creating settings, characters and plot
- Using conjunctions, specific nouns and verbs
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

### **Poetry - A River:**

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because* and *although*
- Choose nouns or pronouns accurately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time, place and cause
- Use fronted adverbials
- Indicate grammatical and other features by using commas after fronted adverbials

### **Selkie:**

- Use and punctuate direct speech
- Organise paragraphs around a theme
- Use of the present perfect verb form instead of the simple past
- Using conjunctions, specific nouns and verbs
- In narratives, creating settings, characters and plot
- Expanded nouns phrases with prepositions, fronted adverbial how, where, when
- Discussing and recording ideas
- Discussing words and phrases that capture the reader's interest and imagination
- Increasing range of sentence structures
- In narratives, creating settings, characters and plot

### **Poetry: Carry Me Away**

- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Choose vocabulary precisely to convey the images or ideas to the reader
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures



# Coppleshstone English Curriculum

## Year 4

### Spelling

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Homophones or near homophones</li> <li>• The prefix 'in-'</li> <li>• The prefix 'sub-'</li> <li>• The prefix 'inter-'</li> <li>• Challenge Words</li> <li>• The suffix '-ation'</li> <li>• The suffix '-ation'</li> <li>• Adding -ly to adverbs</li> <li>• Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l'</li> <li>• Word with the 'sh' sound spelled ch</li> <li>• Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>• Adding the suffix '-ion'</li> <li>• Adding the suffix -ous'</li> <li>• The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept</li> <li>• The 'ee' sound spelled with an 'i'</li> <li>• The suffix '-ous.' If there is an 'ee' sound before the '-ous'</li> <li>• Challenge Words</li> <li>• The 'au' digraph</li> <li>• The suffix '-ion' when the root word ends in 't' or 'te'</li> <li>• The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'</li> <li>• The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'</li> <li>• Adding '-ly' to create adverbs of manner</li> <li>• Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones</li> <li>• The /s/ sound spelled c before 'i' and 'e'.</li> <li>• Word families. 'sol word family' and 'real word family'</li> <li>• Word families - 'phon word family' and 'sign word family'</li> <li>• Prefixes – 'super-' 'anti' and 'auto'</li> <li>• The prefix bi- meaning two</li> <li>• Challenge Words</li> <li>• Plural possessive apostrophes</li> <li>• Revision – spelling rules learned in Stage 4</li> </ul>



# Coppleshire English Curriculum

## Year 4

### Reading

Autumn	Spring	Summer
<p><b>The Pea and the Princess:</b></p> <ul style="list-style-type: none"> <li>Discuss words &amp; phrases that capture the reader's interest and imagination</li> <li>Check that the text makes sense to them, discussing their understanding through intonation, tone, volume and action</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>Identify how language, structure, and presentation contribute to meaning</li> <li>Participate in discussion about books that are read to them and those read themselves, taking turns and listening to what others say</li> </ul> <p><b>Newspaper Report - The Roman Record &amp; Escape to Pompeii:</b></p> <ul style="list-style-type: none"> <li>Discuss range of books</li> <li>Understand what they have read by a. checking the text makes sense to them</li> <li>Retrieve and record information from non-fiction</li> </ul>	<p><b>Flotsam:</b></p> <ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Identify main ideas drawn from more than one paragraph and summarising these</li> <li>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</li> <li></li> </ul> <p><b>Non-Fiction: How to Invent:</b></p> <ul style="list-style-type: none"> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Identify how language, structure and presentation contribute to meaning</li> </ul> <p><b>Persuasive Letter:</b></p> <ul style="list-style-type: none"> <li>Read for a range of purposes</li> <li>Discussing words and phrases that capture the reader's interest</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p><b>Monster Slayer:</b></p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identifying themes and conventions in a wide range of books</li> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied</li> <li>identify how language, structure and presentation contribute to meaning</li> </ul> <p><b>Anthology of Intriguing Animals:</b></p> <ul style="list-style-type: none"> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Check that the text makes sense, discussing their understanding and explaining the meaning of words in context</li> <li>Retrieve and record information from non-fiction texts</li> </ul>



# Coppleshon English Curriculum

## Year 4

### **The Snowman:**

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books
- Discussing words and phrases that capture the reader's interest and imagination
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identifying main ideas drawn from more than one paragraph and summarising these
- Retrieve and record information

### **List poems and Kennings:**

- Listen to a range of poetry
- Discuss words and phrases that capture the reader's interest and imagination
- Identify how language & structure contribute to meaning
- 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

### **Poetry - A River:**

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books
- Read books that are structured in different ways and reading for a range of purposes
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

### **Non- Fiction – Electricity:**

- Read books that are structured in different ways and for a range of purposes
- Ask questions to improve their understanding of the text
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction in non-narrative material, using simple organisational devices have read

### **Selkie:**

- Listening to and discussing a wide range of fiction
- Retrieve and record information from non-fiction
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- Predict what might happen from details stated and implied
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination
- 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

### **Poetry - Carry Me Away:**

- Listen to and discuss a wide range of poetry
- Read for a range of purposes
- Use dictionaries to check the meaning of words they have read
- Increase their familiarity with a wide range of books
- Identify themes and conventions in a wide range of books
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination



# Coppleshstone English Curriculum

## Year 4

		<ul style="list-style-type: none"><li>• Recognise some different forms of poetry (for example free verse, narrative poetry).</li><li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• Ask questions to improve their understanding of a text</li><li>• Draw inferences and justifying inferences with evidence</li><li>• Identify how language, structure and presentation contribute to meaning</li></ul>
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# Coppleshstone English Curriculum

## Year 4

### Guided Reading sessions

Autumn		Spring		Summer	
<b>Fiction:</b> <ul style="list-style-type: none"> <li>- Save Our Forest/ Gertie vs the Goliaths</li> <li>- Playscripts - Cindy Lou Visits the Grinch/Egyptian Cinderella</li> </ul>	<b>Non-fiction:</b> <ul style="list-style-type: none"> <li>- Non-chronological report: Orangutans/Spiders</li> <li>- Non-chronological report: The Bronze Age/The Stone Age</li> <li>- Persuasive advert: Visit Ancient Egypt/ Visit Incredible Italy</li> <li>- Non-chronological report: Plate tectonics/ Worst eruptions in history</li> </ul>	<b>Fiction:</b> <ul style="list-style-type: none"> <li>- Story of Lord Krishna and Sudama/ The Perfect Banquet</li> </ul>	<b>Non-fiction:</b> <ul style="list-style-type: none"> <li>- Non-chronological report: Dental hygiene/ How can we eat healthily?</li> <li>- Non-chronological report: Iron Age Celts/ Egyptian Pharaohs</li> </ul>	<b>Fiction:</b> <ul style="list-style-type: none"> <li>- Persian Cinderella/ The Tomb of Wonders</li> </ul>	<b>Non-fiction:</b> <ul style="list-style-type: none"> <li>- Non-chronological report: Europe/Regions of England</li> <li>- Non-chronological report: Stoke-on-Trent/The River Nile and the River Trent</li> <li>- Non-chronological report: Black Britons/ The Remarkable Roman Army</li> <li>- Explanation: How does the ear work?/How do teeth work?</li> </ul>
		<b>Poetry:</b> <ul style="list-style-type: none"> <li>- The Rainforest Doesn't Talk/Treasures on the Beach</li> </ul>		<b>Poetry:</b> <ul style="list-style-type: none"> <li>- Storyteller of the Skies/Storm at Sea</li> </ul>	

#### Skills taught throughout each term:

<b>Decoding</b>	Decode most new words outside of spoken vocabulary <ul style="list-style-type: none"> <li>• Read longer words with support</li> <li>• Use the context of a sentence to read unfamiliar words</li> <li>• Self -correct consistently</li> <li>• Read simple chapter books independently and silently</li> </ul>
<b>Inference, Prediction, Clarifying, Questioning, Summarising</b>	<ul style="list-style-type: none"> <li>• Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience</li> <li>• Predict what might happen from details stated and implied based on:               <ul style="list-style-type: none"> <li>- content</li> <li>- simple themes/ text types</li> </ul> </li> <li>• Justify predictions with evidence</li> </ul>



# Coppleshire English Curriculum

## Year 4

	<ul style="list-style-type: none"> <li>• Use dictionaries to check the meanings of words they have read</li> <li>• Ask and answer questions to improve understanding of a text</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these</li> <li>• Retrieve and record information from non-fiction</li> </ul>
<b>Language for Effect</b>	<ul style="list-style-type: none"> <li>• Identify language, structural and presentational features of texts and discuss how they contribute to the meaning</li> <li>• Discuss words and phrases that engage the reader</li> <li>• Give extended explanations of the impact of language choices on meaning</li> </ul>
<b>Themes and Convention</b>	<ul style="list-style-type: none"> <li>• Begin to make connections between texts</li> <li>• Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices</li> <li>• Begin to identify conventions of different types of writing</li> <li>• Comment on the use of conventions in different types of writing</li> </ul>
<b>Reading for Pleasure</b>	<ul style="list-style-type: none"> <li>• Read for a range of purposes independently.</li> <li>• Choose appropriate texts with support.</li> <li>• Demonstrate engagement with reading:             <ul style="list-style-type: none"> <li>- reading for sustained periods of time</li> <li>- complete books</li> <li>- engaging actively in book discussion</li> <li>- respond to reading in a written form</li> </ul> </li> </ul>

### Whole Class Read Aloud

Autumn		Spring		Summer	
Awful Auntie - <i>David Walliams</i>	Charlotte's - Web - <i>E. B. White</i>	The Matilda Effect - <i>Ellie Irving</i>	A Poem for Every Day of the Year - <i>Allie Esiri</i>	The Wild Way Home - <i>Sophie Kirtley</i>	Nim's Island - <i>Wendy Orr</i>



# Coppleshstone English Curriculum

## Year 4

### Speaking & Listening

Autumn	Spring	Summer
<p><b>The Pea and the Princess:</b></p> <ul style="list-style-type: none"> <li>Listen &amp; respond appropriately</li> <li>Participate in discussions, presentations, performances &amp; debates</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> <li>Select and use appropriate registers for effective communication</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating/ responding to comments</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Newspaper Report - The Roman Record &amp; Escape to Pompeii:</b></p> <ul style="list-style-type: none"> <li>Participate in discussions, presentations, performances, role play, improvisations</li> <li>Ask relevant questions to extend understanding</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Give well-structured descriptions, explanations and narratives for different purposes</li> </ul> <p><b>The Snowman:</b></p> <ul style="list-style-type: none"> <li>Use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<p><b>Flotsam:</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul> <p><b>How to Invent:</b></p> <ul style="list-style-type: none"> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>Articulate and justify answers, arguments and opinions</li> </ul> <p><b>Persuasive Letter:</b></p> <ul style="list-style-type: none"> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> </ul>	<p><b>Monster Slayer:</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Use relevant strategies to build their vocabulary</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Anthology of Intriguing Animals:</b></p> <ul style="list-style-type: none"> <li>Use relevant strategies to build their vocabulary</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> <p><b>Selkie:</b></p> <ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Participate in discussions, presentations, performances, role play, improvisations</li> <li>Give well-structured narratives for different purposes</li> <li>Gain, maintain and monitor the interest of the listener</li> </ul>



# Coppleshstone English Curriculum

## Year 4

### List poems and Kennings:

- Maintain attention and participate actively in collaborative conversations
- Use spoken language to explore ideas
- Speak audibly and fluently
- Participate in performances
- Gain and maintain the interest of listener(s)
- Select and use appropriate registers

### A River:

- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

### Poetry - Carry Me Away:

- 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 and explanations, including for expressing feelings
- 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 and evaluate different viewpoints, attending to and building on the contributions of others
- Consider and evaluate different viewpoints, attending to and building on the contributions of others