



**CSPA English Curriculum  
Year 4 Curriculum Map**

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Phonics and decoding</b>	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	Familiar Settings 'Smasher' by Dick King-Smith 'Dragonsitter' by Josh Lacey	Fairytales and Playscripts. Different versions of 'The Princess and the Pea'	Fantasy 'The Butterfly Lion' by Michael Morpurgo
<b>Common Exception Words</b>	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	Patricks Perfect Pet- Annalena McAfee	Stories that raise issues (rainforest) 'The Great Kapok Tree'/ 'The Sharman's Apprentice' by Lynne Cherry	Biographies Biographical Blog
<b>Comparing, Contrasting and Commenting</b>	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	The Lion and the Unicorn' by Shirley Hughes	Wolves Report about wolves	Exploring an issue Animals in captivity 'Zoo' by Anthony Browne
<b>Words in context and authorial choice</b>	Discuss vocabulary used to capture readers' interest and imagination		List poems Kennings	Poems about nature
<b>Inference and Prediction</b>	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	Imagery Write a descriptive poem	Fantasy 'How to Train your Dragon' by Cressida Cowell	Off By Heart- Performance Poetry
<b>Poetry and Performance</b>	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.			Biographies Biographical Blog
<b>Non-Fiction</b>	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.			
	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd',			

Phonics and Spelling	<p>e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g.invention, injection, action, hesitation, completion).</p> <p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>			
Common Exception Words	To spell all of the Y3 and Y4 statutory spelling words correctly.			
Prefixes and Suffixes	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>			
Further spelling conventions	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>			
Letter formation, placement and positioning	To increase the legibility, consistency and quality of their handwriting [e.g 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].			
Joining Letters	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.			
Planning, writing and editing	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>			
Awareness, audience, purpose and structure	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well- structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the wholeclass, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>			
Sentence construction and tense	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>			

<p><b>Use of phrases and clauses</b></p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.          To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.          To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>			
<p><b>Punctuation</b></p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.          To consistently use apostrophes for singular and plural possession.</p>			
<p><b>Use of Terminology</b></p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>			