

Changes to the English Curriculum: Year 4

Note that the new curriculum has Years 3 and 4 combined in one programme of study

At a glance

How does the new curriculum compare to the Primary Framework (2006)?

What's gone?	What's been added? (To the Year 3 and 4 curriculum)
<ul style="list-style-type: none"> Identifying presentational features of broadcast texts Explicit mentions of drama (except performing scripts) Explaining why writers write Keyboard/typing skills 	<ul style="list-style-type: none"> Recognise different forms of poetry Prepare poetry for performance Using fronted adverbials Increased requirements for spelling & grammar (see appendices mentioned below) Evaluate, edit & proof-read own writing

In detail

This section displays the objectives of the old National Curriculum organised according to the QCA units published from 2000 against the new objectives in the 2014 Primary Curriculum

Red indicates no longer required in Year 4; content now covered in KS1; green content is new to Year 4

Speaking & Listening	
The National Curriculum objectives for Spoken Language are generic across Key Stages 1 and 2	
choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds	speak audibly and fluently with an increasing command of Standard English select and use appropriate registers for effective communication
explain process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
sustain conversation, explain or giving reasons for their views or choices	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments consider and evaluate different viewpoints, attending to and building on the contributions of others
follow up others' points and show whether they agree or disagree in whole class-discussion	
identify the presentational features used to communicate the main points in a broadcast	Not specifically mentioned
identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus	Not specifically mentioned
use talk to organise roles and action	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Actively include and respond to all members of the group	No mention of group work
Use the language of possibility to investigate and reflect on feelings, behaviour or relationships	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
present events and characters through dialogue to engage the interest of an audience	Drama no longer mentioned
use some drama strategies to explore stories or issues	Drama no longer mentioned
identify and discuss qualities of others' performances, including gesture, action, costume	Drama no longer mentioned



Reading: Word reading skills & strategies	
use knowledge of word structure and a more extensive range of prefixes and suffixes to construct the meaning of words in context	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, 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.

Reading: Understanding & Interpreting Texts ; Engaging with reading	
deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts	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 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning
use knowledge of different organisational features of texts to find information effectively	identifying main ideas drawn from more than 1 paragraph and summarising these retrieve and record information from non-fiction
explain how writers use figurative and expressive language to create images and atmosphere	identifying how language, structure, and presentation contribute to meaning discussing words and phrases that capture the reader's interest and imagination
read extensively favourite authors/genres and experiment with other types of text	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
interrogate texts to deepen and clarify understanding and response	asking questions to improve their understanding of a text identifying themes and conventions in a wide range of books
explore why and how writers write, including through face-to-face and online contact with authors	No longer required
	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	recognising some different forms of poetry

Writing: Create & Shape Texts; Text Structure & Organisation	
develop and refine ideas in writing using planning and problem-solving strategies	Plan their writing by: -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
use settings and characterisation to engage readers' interest	in narratives, creating settings, characters and plot
summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts	Organise paragraphs around a theme in non-narrative material, using simple organisational devices



show imagination through language used to create emphasis, humour, atmosphere or suspense	No longer explicitly mentioned
choose and combine words, images and other features for particular effects	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
organise texts into paragraphs to distinguish between different information, events or processes	organising paragraphs around a theme
use adverbs and conjunctions to establish cohesion within paragraphs	using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials
	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
	proofread for spelling and punctuation errors

Writing: Sentence Structures	
clarify meaning and point of view by using phrases, clauses and adverbials	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using fronted adverbials
use commas to mark clauses and the apostrophe for possession	using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns
	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	Also see the grammar document: Appendix 2

Writing: Word Structure & Spelling	
spell unfamiliar words using phonemic, morphemic and etymological strategies	See detail below
distinguish the spelling and meaning of common homophones	spell further homophones
	spell words that are often misspelt
	place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
	use the first 2 or 4 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.

Writing: Presentation	
write consistently with neat, legible and joined handwriting	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
use word processing packages to present written work	No longer required

