

Year 4 English Workshop



September 2023

Aims:

Reading and Writing

- ▶ To explore and understand the expected level of skills a pupil needs to work towards Reading and Writing by the end of Year 4, as well as the end of KS2.
- ▶ To understand how we teach reading, spelling and writing on a daily basis.
- ▶ To understand how to support your child at home

What is expected in year 4?

Word reading:

- apply their growing knowledge of **root words, prefixes and suffixes**, 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

What is expected in year 4?

Comprehension:

Develop positive attitudes to reading, and an understanding of what they read, by:

- **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, including fairy stories, myths and legends, and retelling some of these orally
- identifying **themes and conventions** in 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]

What is expected in year 4?

Comprehension:

- Understand what they read, in books they can read independently, by:
 - 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 of a text
 - 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 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

What is the expected standard at Year 6?

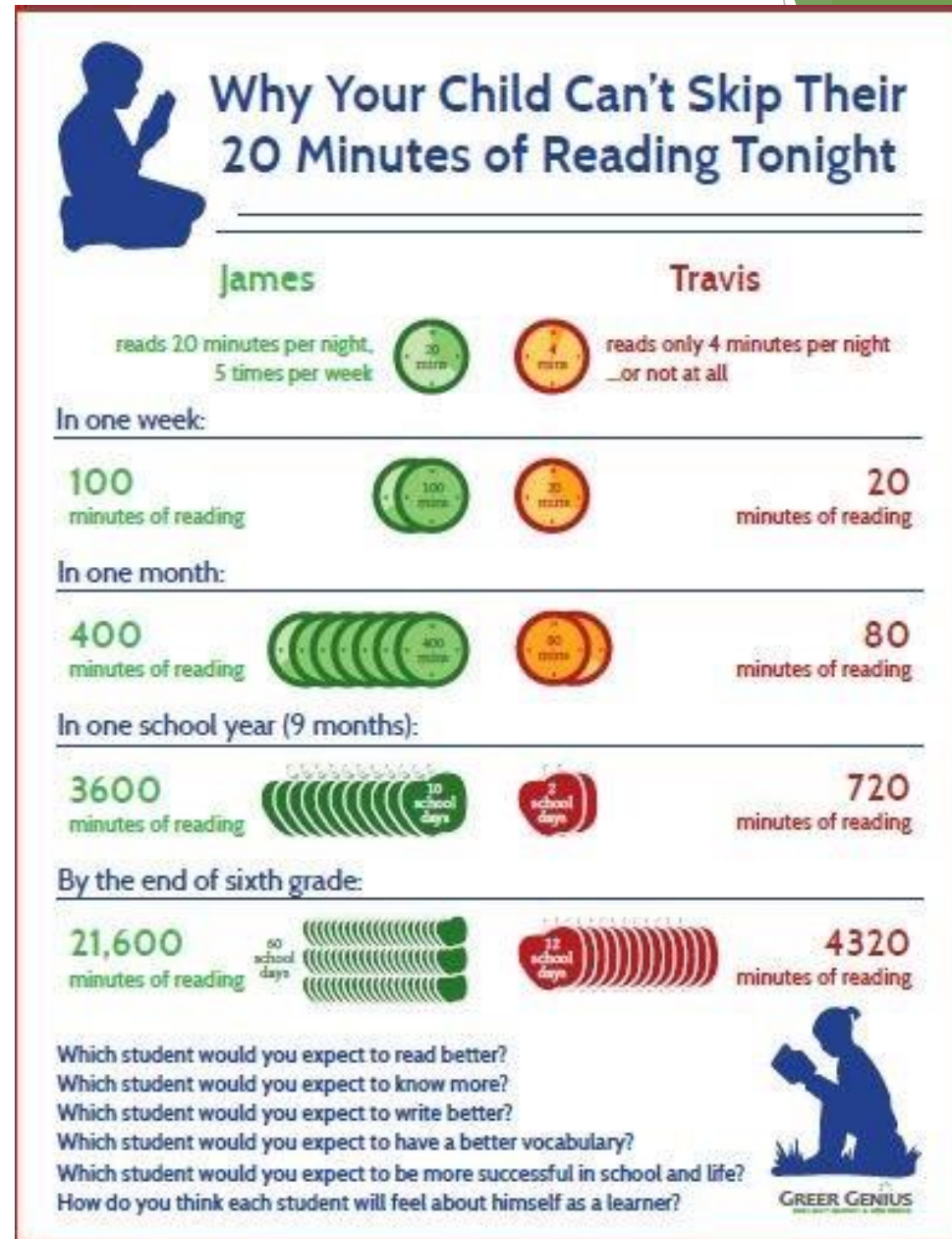
Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

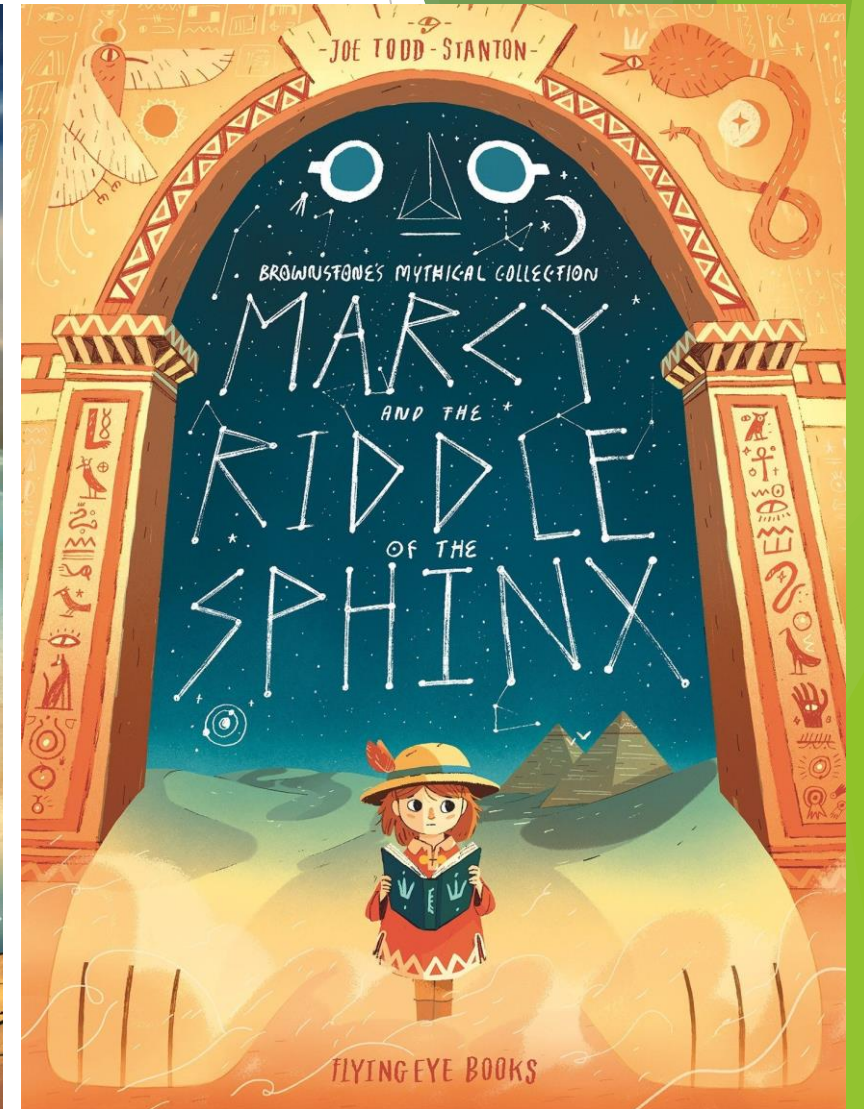
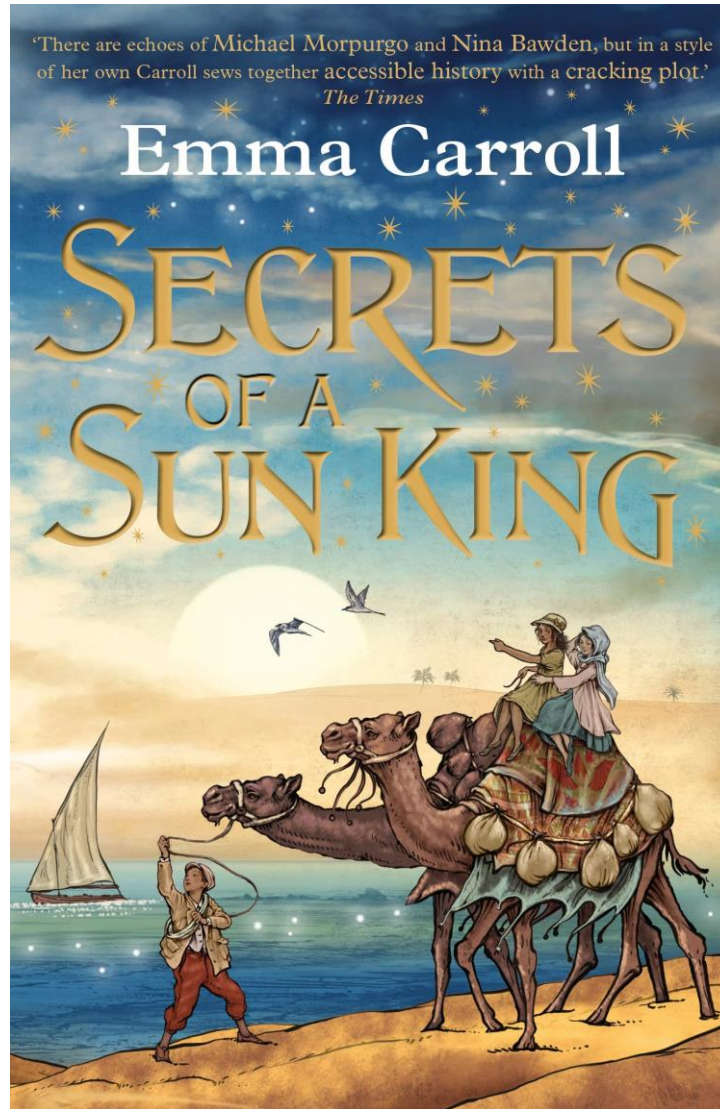
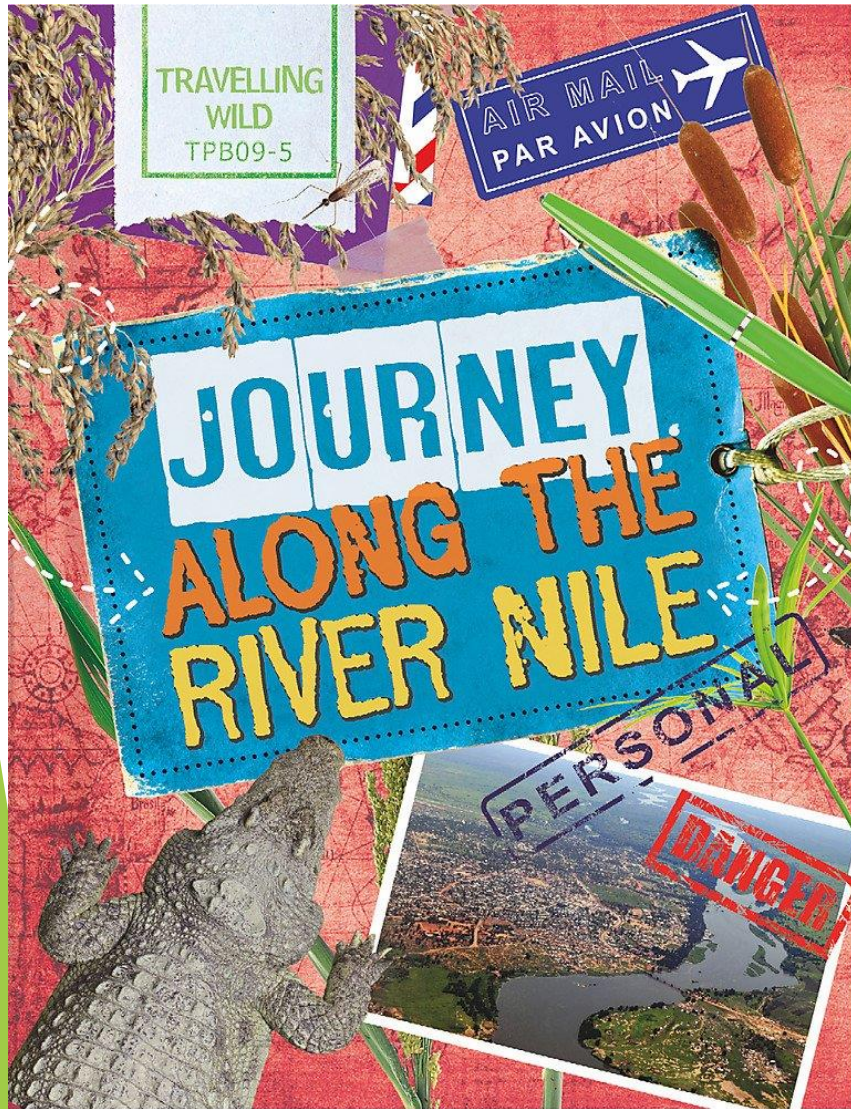
Reading

- ▶ Whole Class Reading
- ▶ Reading for pleasure
- ▶ Reading with an adult

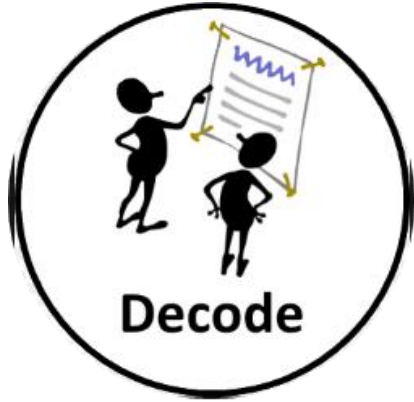


What is Whole Class Reading?

This term



Our Reading Skills:



What does the text say? *Life along the river*

1: Which of these is one of the largest cities on the Nile?

- ☐ Reading
- ☐ Dublin
- ☐ Khartoum
- ☐ Chartown

3: What does Nile provide? (tick ALL correct answers)

- ☐ Land for farming
- ☐ A means for getting about
- ☐ A free Netflix subscription
- ☐ A vital source of water
- ☐ Food

2: Where are the main population centres in Eastern Africa?

- ☐ The desert
- ☐ The Nile Valley
- ☐ The rainforest
- ☐ In a bush

4: Where would you find Khartoum?

- ☐ Where the Pink and Green Nile meet?
- ☐ Where the White and Green Nile meet?
- ☐ Where the Blue and White Nile meet?
- ☐ Where the Blue and Green Nile meet?



Friday
10-09-21

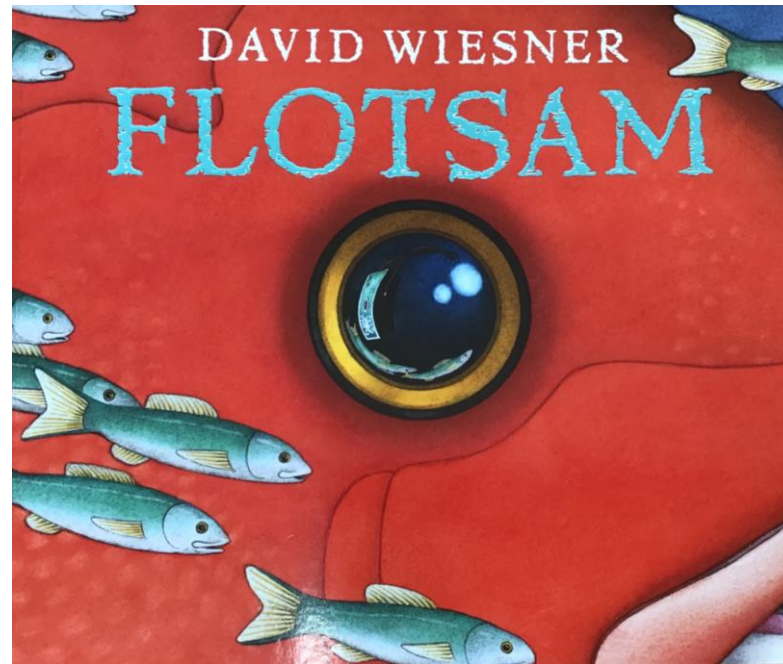
What is it all about?

Looking at the front cover and the title page why has the author chosen to call the book 'Flotsam'?

What do you think the book is going to be about?

Where do you think it is going to be set? Why?

Does the back cover give you any clues about the book? What do you notice?



Tuesday
20-04-21

Teaching vocabulary

- ▶ We will introduce new vocabulary that might be specific to the book we are reading. E.g privy in Secrets of a Sun King
- ▶ We will talk about words in the book that children might not have come across before
- ▶ Words will be used in context. Pictures and actions will be used where relevant.
- ▶ Not every word will be looked at

Vocabulary



bread and dripping



baffled



privy



trenches



scholarship



saddle bag

Vocabulary

Bread and dripping - We had **bread and dripping** for breakfast.

Baffled - I was **baffled** by the maths question.

Privy - It was a long way to the **privy** if you got desperate in the night.

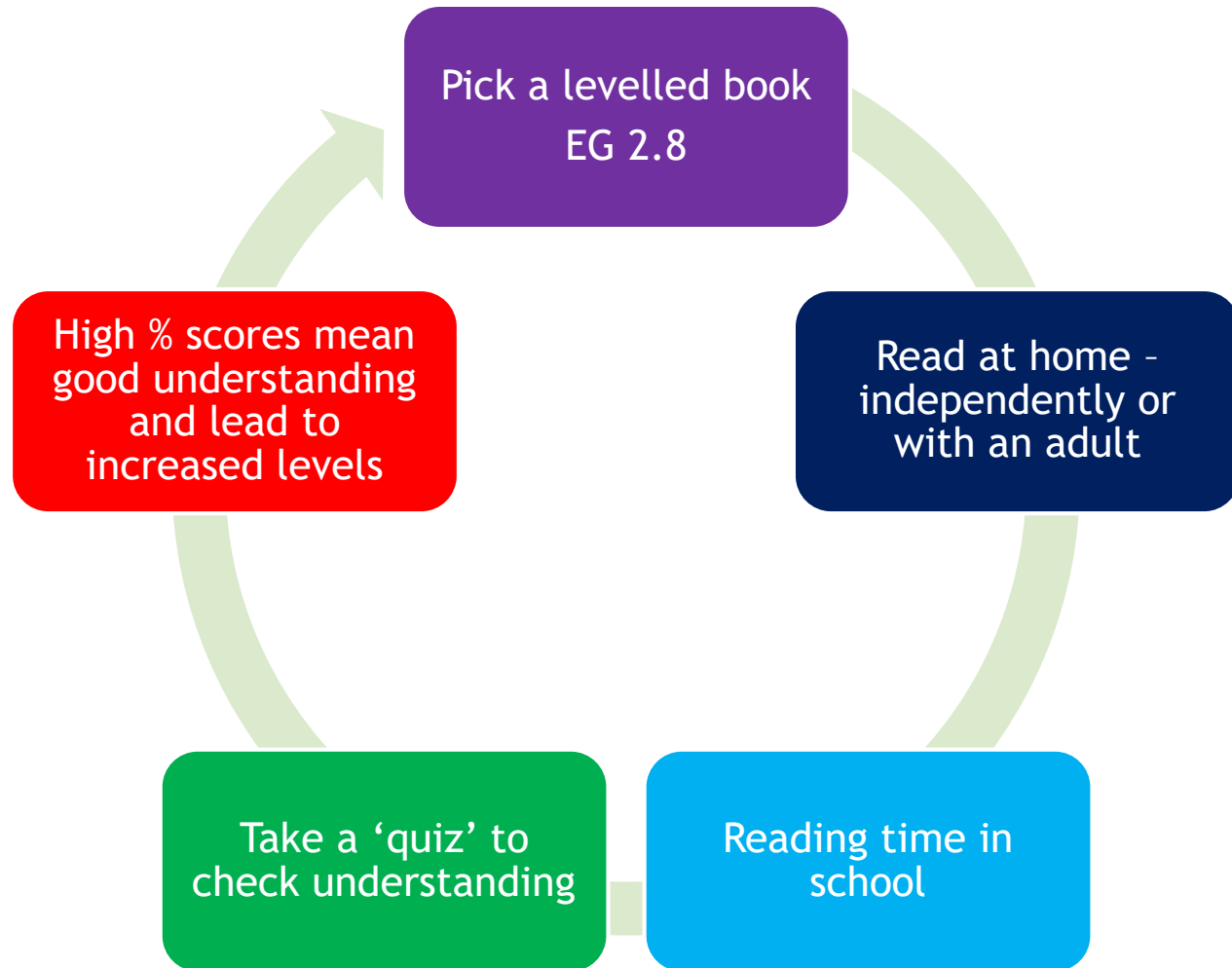
Trenches - Soldiers in World War One fought in the **trenches**.



Tuesday
21-09-21



Accelerated Reader



Reading for Pleasure

Choice	Alongside their school book children could be reading anything else that interests them
Model	Model reading with children
Visit	Visit the library together
Prioritise	Prioritise reading
Interact	Interact with authors on Twitter

AR Book Finder UK and MyOn (more info to come)

RENAISSANCE
Accelerated Reader Bookfinder™

United Kingdom & Ireland

Teacher

Quick Search Advanced Search Collections

AR BookBag™

Enter Keycode
Go

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

Refine Your Search

Interest Level
→Middle Years

Fiction/Non-fiction
Non-fiction (1)
Fiction (1)

Language
→English

Topic
2016* (1)
2017* (1)
2018* (1)
"What Kids Are Rea... (1)
Award Winners/Nomi... (1)
Fantasy/Imaginatio... (1)
Reading Promotions (1)

Search

Search Results
Titles 1 - 2 of 2

« Previous Page 1 of 1 Next » Go to Page Go Sort By: Relevance

The BFG
Dahl, Roald
AR Quiz No. 200160 EN Fiction
IL: MY - BL: 4.8 - AR Pts: 6.0
AR Quiz Types: RP, LS, VP
Rating: ★★★★★
Luckily for Sophie, the BFG (Big Friendly Giant) who carries her off is nothing like his giant neighbours, but they are heading for England and she must stop them.

+ Add to AR BookBag™

Roald Dahl's Fabulous Facts
Dahl, Roald
AR Quiz No. 221545 EN Non-fiction
IL: MY - BL: 5.0 - AR Pts: 6.0

392 books

Caring for Your Guinea Pig

Kylie Jean Drama Queen

Kylie Jean Hoop Queen

Staying Safe Strangers

JAKE MADDOX HORSEBACK Hurdles

JAKE MADDOX VOLLEYBALL Dreams

Pushing Isn't Funny

JUNIOR HIGH DRAMA

JAKE MADDOX GEORGE SURPRISE

JAKE MADDOX BLIZZARD!

JAKE MADDOX KARATE COUNTDOWN

Caring for Your Bird

Spelling - every day

Focusing on a spelling 'rule' throughout the week



Learning and practising words which fit this rule

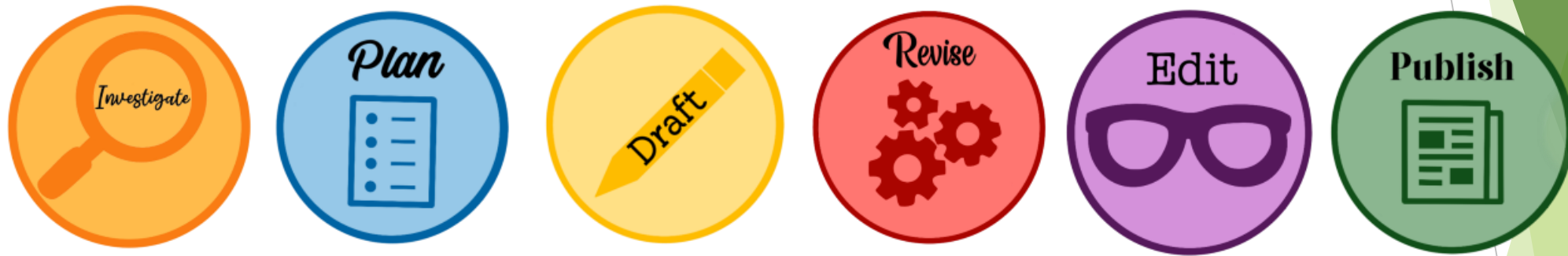


Assessing where the children are on Friday

- ← use further prefixes and suffixes and understand how to add them
- ← spell further homophones
- ← spell words that are often misspelt
- ← place the possessive apostrophe accurately in words with regular and irregular plurals
- ← 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.

Writing

► The Writing Process



- Used by authors – and can be seen in real life examples
- Part of making **our thinking known**
- **Audience and Purpose** – really relevant throughout.
- Having the end point in mind leads the process



Investigate

- Usually includes **features** spotting and *the key learning* that needs to take place for children to be successful at the text type AS WELL as the actual **planning**
- Being feature detectives gives the opportunity for us to assess and address key aspects of the learning without a cold task
- Learning new skills / grammar / punctuation and applying



Class:
 Date: 19.9.22
 LO: To use the present perfect tense

I can:

- Identify regular and irregular past participles
- Use 'have' or 'has' + the past participle
- Include the present perfect tense in a sentence

On my own	Team	Adult	Teacher

Can you spot the regular and irregular past participles?

have eaten have drunk have walked have read have sung have visited have written have jumped have swum have lived have listened

Have you ever visited a castle?

Have you eaten a cake?

Have you ever written a poem?

Have you ever jumped off a diving board?

I have visited a castle.

I have eaten a cake.

I have written a poem.

I have jumped over a diving board.

Have you ever won gold medal?

I have won a gold medal.

Have you ever got a prize?

I have won a prize.

Discuss writing similar to what they are about to write, to identify the appropriate structure, vocabulary and grammar so they can use this in their own writing.

Gather ideas by composing and rehearsing sentences orally, including dialogue, appropriate vocabulary and features.

Orally build varied and rich vocabulary and increasing a range of sentence structures.





Plan

Plan own writing by discussing writing similar to what they are about to write and selecting appropriate features.

Plan writing by discussing and recording ideas, including appropriate features and phrases.

In non-narrative material, use simple organisational devices [for example, headings and sub-headings].

Compose and rehearse sentences orally (including dialogue) with others.

	What to include:	My ideas
Title / heading	Name of your world	Candy world
Introduction	Tell the reader why your world is amazing List some of the things in your world Think of a way to tell them to come	it is the most sweetest yummiest world ever with chocolate trees and marshmallow clouds like honey suckles left all
Subheading	What is this paragraph about?	Chocolate trees
1	Explain what it is Where is it? What do you do there? OR What does it do? What does it look like? Why should people visit this part of your world? Other Facts / information	a tree made of chocolate in the countryside you can climb the trees to eat the marshmallow clouds 50 metres wide
Subheading	What is this paragraph about?	Mint ice cream river
2	Explain what it is Where is it? What do you do there? OR What does it do? What does it look like? Why should people visit this part of your world? Other Facts / information	A river made of mint ice cream river curving through chocolate trees you can swim whilst eating it.
Conclusion	Overall, ____ If you visit, ____ Final sentence	fun, magical and yummy you will have a sweet time



Draft

- Make **vocabulary** choices for readers to interpret their own meaning. E.g. metaphors and similes.
- Write **paragraphs** around a theme.
- Draft and write **narratives** by creating **settings, characters and a plot.**

Grammar and Punctuation

- ▶ Knowing the plural and possessive -s
- ▶ Using apostrophes for plural possession
- ▶ Using Standard English verb inflections (we were, I did...)
- ▶ Writing noun phrases with modifying adjectives, nouns, and prepositional phrases
- ▶ Using Fronted adverbials. Use a comma after a Fronted Adverbial
- ▶ Choosing appropriate nouns and pronouns
- ▶ Using inverted commas to punctuate speech - including inverted commas, commas after the reporting clause and ending punctuation within inverted commas (eg The conductor shouted, "Sit down!")

Grammar and Punctuation

- Writing using the **present perfect** form of verbs in contrast to the past tense.
- Use some **conjunctions** to express **time, place and cause** (when, before, after, while, so, because)
- Extend the range of sentences with more than one clause by using a wider range of **conjunctions** (because, when, if, although).
- Use some **adverbs** to express time, place and cause (then, next, soon, therefore)
- Use some **prepositions** to express time, place and cause (before, after, during, in, because of)

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 handwriting.



Revise - Making changes to the **content**

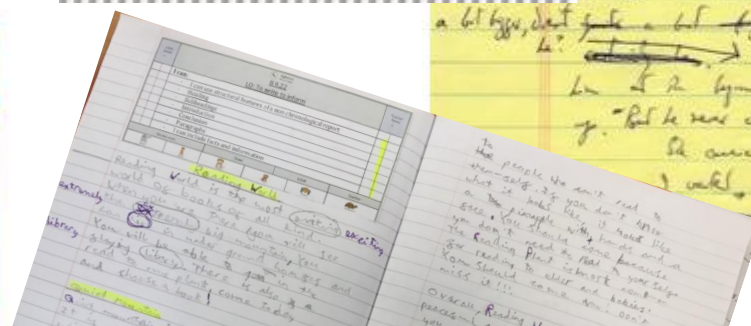
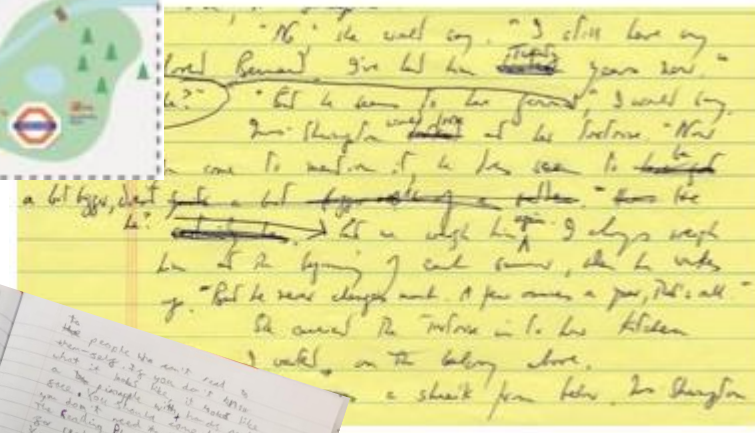
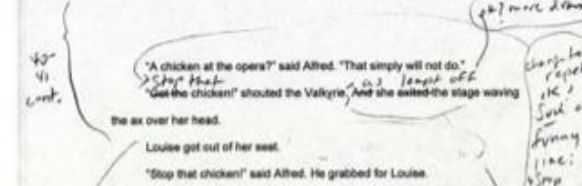
Edit - Making changes to ensure the text is accurate and coherent

Assess the effectiveness of their own and others' writing, suggesting improvements.

Suggest changes to vocabulary in their own and others' writing to improve consistency

Re read to check that writing is clear and will make sense for the reader

Grammar
Punctuation
Spelling



Use the first two/three letters of a word to check its spelling in a dictionary.

Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.

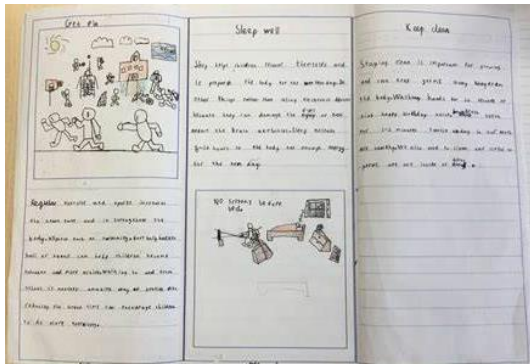
Suggest changes to grammar in their own and others' writing to improve consistency

Edit writing to include the accurate use of pronouns.

Proof-read for most spelling and punctuation errors and edit writing.

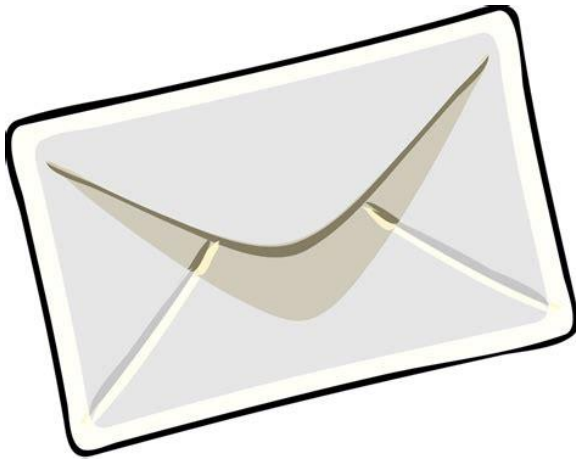


Publish



Read aloud some of their own writing, to a group or the whole class, using intonation and a varied tone and volume so that the meaning is clear.

Publish composed pieces including amendments made during the editing process.



Handwriting

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Key Question: All learning across the whole curriculum is taught though termly key questions, that link all subjects together.

Rationale for Whole Class Reading (WCR) Text

Writing focus: In Year 1 and 2 we focus on writing to entertain and inform only. In year 3 and 4 we then introduce writing to persuade. Finally in year 5 and 6 writing to discuss is also taught. All Writing focuses are carefully planned across the school and built upon year by year.

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question:	What is more precious: Water or Gold?		What did the Romans ever do for me?		How have our coasts made Britain great?	
WCR Text	Journey along the River Nile by Travelling Wild Secrets of a Sun King by Emma Carroll	Secrets of a Sun King - Continue (WCR) Inspiring the writing: Marcy Riddle of the Sphinx by Joe Todd Stanton	Empire's End: A Roman Story by Lolla Rasheed Inspiring the writing: Roman Myths by Eric Brown	Empire's End: A Roman Story by Lolla Rasheed - Continue (WCR) Inspiring the writing: You think you've got it bad? A boy's life in Ancient Rome by Chris Stothard	100 facts, Seashore by Miles Kelly Flores by David Wiesner	Sir Gawain and The Green Knight by Michael Morpurgo
Reading Rationale	This non-fiction book alongside a range of other non-fiction texts (see key books) allows the pupils to gain really detailed knowledge about ancient Egypt and in particular the River Nile. This book in particular has an exciting and colourful layout which the children can copy for their own writing. It includes lots of subject specific vocabulary with a glossary for key explanations.	Secrets of a Sun King: A novel chosen for its links to Ancient Egypt which we study in this term. The story also features an intelligent and determined female protagonist which we feel our pupils need exposure to. There are ambitious vocabulary choices to be found within and many links to Egyptology and the discovery of Tutankhamun's tomb.	A Roman story is based on a child called Camilla who has to move from North Africa to Rome. This book explores multicultural contributions to British history, who can often be overlooked. It delves into Roman Britain in 207 AD with a mix of ethnicities and religions. It shows a girl of North African origin, who is not depicted as a slave, but as the daughter of a valued member of the Emperor's entourage.	A non-fiction text packed with historical facts brought to life with rich, humorous illustrations. This book will enable pupils to explore what life was like as a child in Ancient Rome and will be the inspiration for their non-fiction writing.	Flores is a picture book with no words, however this does not detract from its ability to tell a powerful story. It is creative, fun and links to the key question, as it is based on the beach. Each illustration tells its own story, which can be explored through whole class reading.	Sir Gawain is a traditional tale linked to Arthurian legend. The vocabulary choices made by the author are rich, exciting and inspire exploration. The narrative structure provides pupils with an excellent model upon which to build their own tale.
Writing focus	Purpose: Inform Audience: Year 2 Pupils Write a non-chronological report (informal) about how the Nile was important to the Ancient Egyptians. Purpose: Persuade Audience: Travel agent Write and then discuss an advertisement (leaflet) about the language persuading people to visit Ancient Egypt. Purpose: Entertain Audience: Peers Write a poem linked to Ancient Egypt based on the Magic Box.	Purpose: Entertain Audience: Parents Write a setting description based on the Egyptian World that Marcy travels too in Marcy Riddle of the Sphinx. Write an adventure comic book story based on the structure of Marcy Riddle of the Sphinx. Children to adapt story and add a twist to the ending to create their own comic book. Read a variety of traditional tales and compare and contrast the story themes to Marcy.	Purpose: Entertain Audience: Lolla Rasheed Read and study a range of Roman Myths. Write a story in the tradition of a Roman Myth. Writing an extract from a play script and perform it based on our class novel and other Roman Myths we have studied. This will form part of the Easter Production.	Purpose: Inform Audience: Year 5 Pupils Write a non-fiction book, in the form of lots of non-information books, on the life as a child in Ancient Rome. Write a biography based on an influential Roman during the conquest of Britain. Research using IT (linked to Computing). Purpose: Persuade Audience: Year 4 Peers Write a speech based on the key question: when did the Romans do for us? with some children for and other against the benefits to the UK and children now.	Purpose: Entertain Audience: Year 2 Write a story opener using one of the under the sea illustrations from the book Flores. The children can use their imagination as to what has happened leading up to the picture and how the creature got there. Purpose: Inform Audience: Next Year 2 Write an explanation text explaining the importance of coasts to humans (tourism and industry) and animals. Explain different key geographical features of coasts and how they are formed.	Purpose: Entertain Audience: Year 5 A quest poem inspired by Far Over The Misty Mountains. A character description of a villain inspired by Sir Gawain and the Green Knight. An action story inspired by the plot of Sir Gawain and the Green Knight. Write a recount of the Year 4 trip to Swanage, drawing upon the history of the town, coast, castle and lighthouse.

Title of WCR Text

WCR Text: Each WCR Text has been carefully selected due to its rich vocabulary, style and link to the key question. We have a clear rationale for each book.

Books that inspire the writing: In some terms an additional book (different from the WCR text) has been selected to inspire the writing. The children will use parts or the whole of these books, including the illustrations to model their writing on, but adding their own creative style.

Writing focus: Within the broader writing focuses of entertain, inform, persuade and discuss are a variety of writing types. For example writing to entertain includes all forms of creative writing, for example stories, descriptions, poetry. Whereas writing to inform includes reports, information texts, biographies and is all based on facts. This is then in bold in the explanation below.

Writing Audience: Understanding the target audience for the children's writing is key. It enables them to think about whether it needs to be written formally or informally, which would change the tone, language and vocabulary used.

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	Key Question: What is more precious: Water or Gold?		Key Question: What did the Romans ever do for me?		Key Question: How have our coasts made Britain great?	
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Thank you
for
coming,
any
questions?