



English - Grade 4

2022 - 23

Student working at grade level expectations should be able to achieve the following learning objectives:

PYP 4	Reading
Word reading	Apply knowledge of root words, prefixes and suffixes Review syllables Personal dictionaries to record new words
Text reading	Read for motivation, pleasure and information Group reading with oral comprehension and discussion Individual reading and comprehension; graded reading scheme Read fluently with expression Using dictionary to discover new words
Empathy and inference	Infer feelings, justify with evidence and predict events
Key Texts	Poems, non-fiction writing, modern stories, classic children's stories, stories from other cultures and traditions, myths and legends Excellent examples of story beginnings and endings Excellent examples of book reviews A wide variety of nonfiction texts, including biographies, historical accounts, opinion essays and reports Newspapers and comics Stories and texts on the internet A wide range of contemporary and classic poetry The Twits by Roald Dahl Excerpt from The Water Babies
Understanding texts	Identify audience and purpose of a text Discuss sequence of events Discuss authors' style and use of grammar Discuss plot and characterization Predict, compare and contrast Identify forms of poetry; shape, acrostic, rhyming, alphabetical, adjectival Comprehension of a variety of fiction, nonfiction and poetic texts Use key concepts to relate themes of various to the wider world Distinguish between facts and opinion

Finding/using evidence	Retrieve and record information Identify key details and record finding in own words Present information in a variety of formats Justify views Filter information effectively Compare within and across books Link facts with key concepts
Elements of a book	Author, illustrator, publisher, title page, illustration, caption, contents page, page number, front and back cover, index, glossary, bibliography, ISBN number
ICT	Type short texts and poems using a variety of fonts Illustrate writing by copying and pasting pictures from the internet Save and retrieve work (USB) Begin to learn ten finger typing Use online dictionary and thesaurus

PYP 4	Writing
Letter formation	Write legibly and fluently with increasing speed and personal style (see handwriting policy)
Writing process	Brain storming, note-taking, mind-maps Rubrics and tick sheets Written plans Use of dictionaries and thesauruses, online and in book form Research using books and the internet Self- and peer-assessment Check work and self-correct Edit and re-draft Word process
Word writing	PYP 4 word list (Appendix VI) Dolch words: Grade 4 High Frequency words Year 4 Countries Numbers 1000 + UOI vocabulary Antonyms Homonyms and homophones Adding -ing and -ed Suffixes: -tion, -sion, -ly, -ial, -ic, Prefixes: -un, mis-, non-, de-, il-, dis-, pre- and re- Irregular plurals Irregular past tense verbs Past Participles Quantifiers: Some / Any Silent letters

	Common errors
Fiction writing	<p>Story writing with a fantasy setting; describe setting; characters and atmosphere, develop characters, use direct speech and poetic devices</p> <p>Descriptive writing; characterization and settings</p> <p>Humorous story: Powerful beginning and ending, new paragraph for new time and place, new paragraph for direct speech, specific detail to add interest, powerful words, development of authorial voice and awareness of the reader, edit for meaning, accuracy and style</p> <p>Historical fiction; Authentic scene setting and details, paragraphed, adverbial phrases, direct speech, poetic devices, powerful and specific vocabulary, correctly structure</p> <p>Horror; portraying suspense and action, imagery, character development, TiP ToP paragraphing</p>
Poetry writing	Write a range of poems including rhyming, alliterative and haiku
Poetic devices	<p>Powerful verbs and adjectives</p> <p>Homophones</p> <p>Alliteration</p> <p>Metaphors and Similes</p> <p>Synonyms; distinguishing shades of meaning</p> <p>Onomatopoeia</p> <p>Hyperbole</p>
Nonfiction writing	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information, including a conclusion</p> <p>Pros and cons essay, correctly paragraphed.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce topic, topic sentence, develop topic using facts and quotations and definitions. Provide a conclusion related to the information.</p> <p>Personal narratives, include a narrator, use dialogue, describe events, thoughts and feelings. Include an ending</p> <p>Book reviews, reports and summaries</p> <p>Listening and reading comprehensions</p> <p>Letter writing</p>

	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>Writing instructions</p>
Writing process	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources</p> <p>Use technology to produce and publish writing</p> <p>Plan rough draft, edit final copy for accuracy, style and meaning</p> <p>Use a dictionary and thesaurus to improve writing</p> <p>Assess own and others' writing, suggest improvements</p> <p>Use of discussion, rubrics, assessment sheets, traffic lights and The Inquiry Tree, to self- and peer-assess.</p>
Organisational features	<p>Understand and use; headings and sub-headings, bullet points, graphs, captions, paragraphing, topic sentences introductions, conclusions and labelled diagrams</p> <p>Show sources of information, both from books and the internet</p>

PYP 4	Grammar and Punctuation
Speaking	<p>Implement grammatical knowledge effectively, including:</p> <p>Present Progressive Tense</p> <p>Simple past and present passive voice</p> <p>If sentences</p>
Sentence structure	<p>Expanding sentences</p> <p>Present Progressive statements and questions</p> <p>If sentences</p> <p>Compound and complex sentences</p> <p>Relative clauses</p> <p>Adverbial phrases</p> <p>Time and cause connectives</p> <p>Phrases and clauses</p>
Punctuation	<p>Apostrophes</p> <p>Commas</p> <p>Capital letters</p> <p>Bullet-points</p> <p>Speech marks/ quotation marks</p> <p>Brackets</p>
Verb tenses and forms	<p>If sentences</p> <p>Present Progressive</p> <p>Past Simple and Present Simple passive voice</p>

Text structure	Paragraphs, introduction, conclusion, topic sentence, cited quotations, labelled diagrams, illustrations with captions, glossary, contents page, index
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PYP 4	Oral Language – Speaking and presenting
Word structure	Suffix and Prefixes, nouns, verbs, adjectives, adverbs, prepositions, pronoun, proper noun, pronouns
Sentence structure	Connector, clause, phrase
Punctuation	Commas, speech/ quotation marks, bullet points, brackets, exclamation mark, question mark
Text structure	Paragraph, heading, subheading, diagram, graph, label
Viewing and presenting	Identify and analyse the effects of visual presentations using terminology such as symbolism, balance, tone, mood and composition reflect on the persuasive power of images Consider differing responses to visual presentations with reference to culture and age Adapt style and layout choices to suit purpose and audience
Oral language	Recite poems, ask and answer questions, challenge views courteously Ask relevant questions Develop debating skills, begin to summarise oral information Participate clearly and fluently in a range of discussions, presentations, performances, role plays, improvisations and debates Argue persuasively Understand that vocabulary and grammar can be adapted to suit purpose and audience Group brainstorming, discussions, present individually and in groups (power point presentations), read own work aloud, articulate and justify answers, opinions and arguments
Vocabulary	Develop a range of vocabulary, including: Elements of a book: Author, illustrator, publisher, character, page numbers, contents page, index, glossary, front and back covers UOI words IB Learner Profile and Attitudes
Listening	Listen and respond to peers, teachers, parents, visitors, other adults and recordings Listening comprehensions Discuss, review and summarize what they have heard