



# The Core Knowledge Sequence UK

## English Language and Literature: Year 4

### I. READING AND WRITING

**Teachers:** Many of the following objectives and outcomes are designed to help children achieve the overall goal for reading in Year 4: to be able to read (both aloud and silently) with fluency, accuracy and comprehension any story or other text appropriately written for Year 4.

In Year 4, children should be competent decoders of most one- and two-syllable words, and they should become increasingly able to use their knowledge of phonemes, syllable boundaries, prefixes and suffixes to decode multi-syllable words. Systematic attention to decoding skills should be provided as needed for children who have not achieved the goals specified for Years 1, 2 and 3.

#### A. READING COMPREHENSION AND RESPONSE

- Independently read and comprehend longer works of fiction ('chapter books') and non-fiction appropriately written for Year 4 children or beyond.
- Point to specific words or passages that are causing difficulties in comprehension.
- Orally summarise main points from fiction and non-fiction read-alouds.
- Ask and pose plausible answers to how, why and what-if questions in interpreting texts, both fiction and non-fiction.
- Use a dictionary to answer questions regarding meaning and usage of words with which the child is unfamiliar.
- Know how to use a table of contents and index to locate information.

#### B. WRITING

**Teachers:** Children should be given many opportunities for writing, both imaginative and expository, with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. The following guidelines build on the Year 3 guidelines: please refer to these guidelines to review and reinforce them as necessary to ensure children's mastery in Year 4.

- Produce a variety of types of writing—such as stories, reports, poems, letters and descriptions—and make reasonable judgements about what to include in children's own written work, based on the purpose and type of composition.
- Know how to gather information from basic print sources (such as a children's encyclopaedia), and write a short report presenting the information in his or her own words.
- Know how to use established conventions when writing a friendly letter: layout, heading, salutation (greeting), closing and signature.
- Produce written work with a beginning, middle and end.
- Organise material in paragraphs and understand the following:
  - How to use an introductory sentence
  - How to develop a paragraph with examples and details
  - That each new paragraph is indented
- In some writings, proceed with guidance through a process of gathering information, organising thoughts, composing a draft, revising to clarify and refine the child's meaning and proofreading with attention to spelling, grammar and presentation of a final draft.

**C. SPELLING, GRAMMAR AND USAGE**

- Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which the child is uncertain.
- Use capital letters correctly.
- Understand what a complete sentence is.
  - Identify main clause and subordinate clause in a sentence.
    - For example (main clause in bold) *When I am older **I will ride in a hot air balloon.***
  - Distinguish complete sentences from fragments.
- Identify and use different sentence types:
  - Declarative (makes a statement)
  - Interrogative (asks a question)
  - Imperative (gives a command)
  - Exclamatory (for example: 'what a shot!')
- Know the following parts of speech and how they are used
  - Nouns (common, proper, collective, compound and abstract)
  - Pronouns (singular and plural)
  - Verbs: action verbs and auxiliary (helping) verbs
  - Adjectives (including articles: *a* before a consonant, *an* before a vowel, and *the*)
  - Adverbs
- Know how to use the following punctuation:
  - End punctuation: full stop, question mark or exclamation mark
  - Comma: between city and county in an address; in a series; after *yes* and *no*)
  - Apostrophe: in contractions; in singular and plural possessive nouns
- Recognise and avoid the double negative.

**D. VOCABULARY**

- Know what prefixes and suffixes are and how they affect word meaning (see below).
- Prefixes:
  - *re* meaning 'again' (as in 'reuse', 'refill')
  - *un* meaning 'not' (as in 'unfriendly', 'unpleasant')
  - *dis* meaning 'not' (as in 'dishonest', 'disobey')
  - *un* meaning 'opposite of' or 'reversing in action' (as in 'untie', 'unlock')
  - *dis* meaning 'opposite of' or 'reversing in action' (as is 'disappear', 'dismount')
- Suffixes:
  - *er* and *or* (as in 'singer', 'painter' and 'actor')
  - *less* (as in 'careless', 'hopeless')
  - *ly*, (as in 'quickly', 'calmly')
- Know what homophones are (for example: by, buy; hole, whole) and correct usage of homophones that commonly cause problems:
  - There, their, they're
  - Your, you're
  - Its, it's
  - Here, hear
  - To, two, too
- Recognise common abbreviations (for example, St., Rd., Mr., Mrs., Dr., U.K., ft., in., km., kg.) [Cross-curricular link with Year 3 and Year 4 Mathematics]

## II. POETRY

**Teachers:** The poems listed here constitute a core of poetry for this year group. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this age, poetry should be a source of delight; technical analysis should be delayed until later years.

- Become familiar with the following works:
  - At the Zoo (William Makepeace Thackeray)
  - By Myself (Eloise Greenfield)
  - Catch a Little Rhyme (Eve Merriam)
  - Colonel Fazackerley (Charles Causley)
  - The Crocodile (Lewis Carroll) [In Alice in Wonderland]
  - The Dragon on the Playground (Kenn Nesbitt)
  - Daddy Fell into the Pond (Alfred Noyes)
  - Dream Variations (Langston Hughes)
  - Ducks' Ditty (Kenneth Grahame) [Cross-curricular connection to 'Wind in the Willows' story]
  - Eletelephony (Laura Richards)
  - Father William (Lewis Carroll) [In Alice in Wonderland]
  - For want of a nail, the shoe was lost... (traditional)
  - Happiness (A. A. Milne)
  - Topsy-Turvy World (William Brighty Rands)
  - Trees (Sergeant Joyce Kilmer)

## III. FICTION

**Teachers:** The titles here constitute a selected core of stories for this year group. Expose children to many more stories, and encourage children to write their own stories. Children should also be exposed to non-fiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the following works, such as *Alice in Wonderland* and *The Wind in the Willows*, lend themselves to reading aloud to children.

### A. STORIES

- Become familiar with the following works:
  - *Alice in Wonderland* (Lewis Carroll)
  - The Arabian Nights: Ali Baba and Aladdin (traditional)
  - The Butterfly Lion (Michael Morpurgo)
  - The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper)
  - The Legend of Finn MacCool (traditional Irish story)
  - The Little Match Girl (Hans Christian Andersen)
  - William Tell (traditional)
  - Selections from the *Wind in the Willows*: 'The River Bank' and 'The Open Road' (Kenneth Grahame)

### B. MYTHS AND MYTHICAL CHARACTERS

- Become familiar with the following from Norse Mythology:
  - Asgard (home of the gods)
  - Valhalla (heaven or afterlife)
  - Hel (Underworld)
  - Odin
  - Thor
  - Trolls
  - Loki and the Gift from the Gods

- Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frigg [Freya]
- Become familiar with additional myths and legends of Ancient Greece and Rome [Builds on English Language and Literature from Year 3 and World History and Geography from Year 2: The Ancient Greek Civilisation.]
  - Jason and the Golden Fleece
  - Perseus and Medusa
  - Orpheus and Eurydice
  - The Sword of Damocles
  - Damon and Pythias
  - Androcles and the Lion
  - Horatius at the Bridge

### C. LITERARY TERMS

- Become familiar with and able to use the following literary terms:
  - Biography and autobiography
  - Fiction and non-fiction

### IV. SAYINGS AND PHRASES

**Teachers:** Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these saying by hearing them at home and among friends. However, this section on sayings has been one of the categories most appreciated by teachers who work with children from home cultures that differ from British culture.

- Become familiar with the following sayings and phrases:
  - Actions speak louder than words.
  - His bark is worse than his bite.
  - Beat around the bush
  - Beggars can't be choosers.
  - Clean bill of health
  - Cold shoulder
  - Crossing the Rubicon [found in Year 4 World History: Ancient Rome]
  - *Et tu, Brute?* [found in Year 4 World History: Ancient Rome]
  - A feather in your cap
  - Last straw
  - Let bygones be bygones.
  - One rotten apple spoils the whole barrel.
  - On its last legs
  - Rule the roost
  - The show must go on.
  - Touch and go
  - When in Rome do as the Romans do. [cross-curricular connection with Year 4 World History: Ancient Rome]
  - Rome wasn't built in a day. [cross-curricular connection with Year 4 World History: Ancient Rome]
  - A stitch in time saves nine.
  - The writing is on the wall
  - *Veni vidi vici* (I came, I saw, I conquered) [cross-curricular connection with Year 4 World History: Ancient Rome]