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Macmillan English 4

Cambridge Primary English Curriculum Framework

Course Transcript



Stage 4	Macmillan English 4
Phonics, spelling and vocabulary	
Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.	U1, 2, 4, 7, 8, 14, 15, 17
Confirm all parts of the verb <i>to be</i> and know when to use each one.	assumed
Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.	assumed
Identify syllabic patterns in multisyllabic words.	U9
Spell words with common letter strings but different pronunciations, e.g. <i>tough, through, trough, plough</i> .	assumed
Investigate spelling patterns; generate and test rules that govern them.	all units
Revise rules for spelling words with common inflections, e.g. <i>-ing, -ed, -s</i> .	assumed
Extend earlier work on prefixes and suffixes.	U13, 17, 18
Match spelling to meaning when words sound the same (homophones), e.g. <i>to/two/too, right/write</i> .	U3
Use all the letters in sequence for alphabetical ordering.	U4
Check and correct spellings and identify words that need to be learned.	all units
Use more powerful verbs, e.g. <i>rushed</i> instead of <i>went</i> .	U16
Explore degrees of intensity in adjectives, e.g. <i>cold, tepid, warm, hot</i> .	assumed
Look for alternatives for overused words and expressions.	U16
Collect and classify words with common roots, e.g. <i>invent, prevent</i> .	most units
Build words from other words with similar meanings, e.g. <i>medical, medicine</i> .	assumed
Grammar and punctuation	
Reading	
Use knowledge of punctuation and grammar to read with fluency, understanding and expression.	assumed
Identify all the punctuation marks and respond to them when reading.	assumed

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Grammar and punctuation (continued)	
Learn the use of the apostrophe to show possession, e.g. <i>girl's, girls'</i> .	U7 / New Working with Words CD-ROM
Practise using commas to mark out meaning within sentences.	later levels / New Working with Words CD-ROM
Identify adverbs and their impact on meaning.	later levels
Investigate past, present and future tenses of verbs.	U1-3, 6, 10, 13, 14
Investigate the grammar of different sentences: statements, questions and orders.	most units
Understand the use of connectives to structure an argument, e.g. <i>if, although</i>	U10
Writing	
Use a range of end-of-sentence punctuation with accuracy.	all units
Use speech marks and begin to use other associated punctuation.	later levels / New Working with Words CD-ROM
Experiment with varying tenses within texts, e.g. in dialogue.	U1-3, 13, 14
Use a wider variety of connectives in an increasing range of sentences.	assumed
Re-read own writing to check punctuation and grammatical sense.	assumed
Reading	
<p>The following genres and text types are recommended at Stage 4:</p> <p>Fiction and poetry: historical stories, stories set in imaginary worlds, stories from other cultures, real life stories with issues/dilemmas, poetry and plays including imagery.</p> <p>Non-fiction: newspapers and magazines, reference texts, explanations, persuasion including advertisements.</p>	<p>stories: U3, 5, 7, 12, 14, 16</p> <p>poetry & plays: U1, 9, 10, 18</p> <p>non-fiction: U2, 4, 6, 8, 11, 13, 15, 17</p>

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Reading (continued)	
Fiction and poetry	
Extend the range of reading.	all units
Explore the different processes of reading silently and reading aloud.	assumed
Investigate how settings and characters are built up from details and identify key words and phrases.	assumed
Explore implicit as well as explicit meanings within a text.	all units
Recognise meaning in figurative language.	U1, 3, 5, 7, 12, 14, 16
Understand the main stages in a story from introduction to resolution.	U1, 3, 5, 7, 12, 14, 16
Explore narrative order and the focus on significant events.	U2, 8, 11, 13, 15, 17
Retell or paraphrase events from the text in response to questions.	all units
Understand how expressive and descriptive language creates mood.	U1, 3, 5, 7, 12, 14, 16
Express a personal response to a text and link characters and settings to personal experience.	assumed
Read further stories or poems by a favourite writer, and compare them.	assumed
Read and perform play-scripts, exploring how scenes are built up.	assumed / Projects
Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. <i>as ... as a ...</i>	U9, 18
Compare and contrast poems and investigate poetic features.	assumed
Non-fiction	
Understand how points are ordered to make a coherent argument.	U2, 8, 11, 13, 15, 17
Understand how paragraphs and chapters are used to organise ideas.	assumed
Identify different types of non-fiction text and their known key features.	U2, 8, 11, 13, 15, 17
Read newspaper reports and consider how they engage the reader.	U13
Investigate how persuasive writing is used to convince a reader.	assumed

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Reading (continued)	
Note key words and phrases to identify the main points in a passage.	assumed
Distinguish between fact and opinion in print and ICT sources.	all units
Writing	
Fiction	
Explore different ways of planning stories, and write longer stories from plans.	U1, 3, 5, 7, 12, 14, 16
Elaborate on basic information with some detail.	assumed
Write character profiles, using detail to capture the reader's imagination.	assumed
Explore alternative openings and endings for stories.	U1, 3, 5, 7, 12, 14, 16
Begin to adopt a viewpoint as a writer, expressing opinions about characters or places.	assumed
Begin to use paragraphs more consistently to organise and sequence ideas.	most units
Choose and compare words to strengthen the impact of writing, including some powerful verbs.	assumed
Non-fiction	
Explore the layout and presentation of writing, in the context of helping it to fit its purpose.	all units
Show awareness of the reader by adopting an appropriate style or viewpoint.	assumed
Write newspaper-style reports, instructions and non-chronological reports.	U13
Present an explanation or a point of view in ordered points, e.g. in a letter.	U6
Collect and present information from non-fiction texts.	U2, 4, 11, 12, 15, 17
Make short notes from a text and use these to aid writing.	assumed
Summarise a sentence or a paragraph in a limited number of words.	Projects
Presentation	
Use joined-up handwriting in all writing.	assumed

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Speaking and listening	
Organise ideas in a longer speaking turn to help the listener.	assumed
Vary use of vocabulary and level of detail according to purpose.	assumed
Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments.	most units
Deal politely with opposing points of view.	assumed
Listen carefully in discussion, contributing relevant comments and questions.	assumed
Adapt the pace and loudness of speaking appropriately when performing or reading aloud.	assumed
Adapt speech and gesture to create a character in drama.	assumed
Comment on different ways that meaning can be expressed in own and others' talk.	assumed