

Year 4 Reading Expectations

Word Reading	<p>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</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
Comprehension	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends. Retelling stories orally and preparing poems and play scripts to read aloud and to perform. Showing understanding of a text through intonation, tone, volume and action. Participate in discussion about both books that are read to them and those they can read for themselves. Taking turns and listening to what others say.</p> <p>Vocabulary: Using dictionaries to check the meaning of words. Discussing their understanding and explaining the meaning of words in context. Identifying how language contributes to meaning.</p> <p>Inference: Drawing inferences from characters' feelings, thoughts and motives from their actions. Justifying inferences with evidence.</p> <p>Prediction: Predicting what might happen from details stated and implied.</p> <p>Explanation: Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text.</p> <p>Retrieval: Asking questions to improve their understanding of a text. Retrieve and record information from non-fiction.</p> <p>Summary and comparison: Identifying main ideas drawn from more than 1 paragraph and summarising these. Identifying themes and conventions in a wide range of books.</p> <p>Structure: Identifying how structure and presentation contribute to meaning. Recognising some different forms of poetry.</p> <p>Impact: Discussing words and phrases that capture the reader's interest and imagination.</p>



Year 4 Writing Expectations

Transcription	<p><u>Spelling</u></p> <ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary • use word mats independently to support spelling • begin to use a thesaurus <p><u>Handwriting and Presentation</u></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting
Grammar and Punctuation	<p><u>Word:</u></p> <ul style="list-style-type: none"> • know grammatical differences between plural and possessive s • use verb inflections instead of local spoken forms e.g. I did instead of I done • introduce the term for determiners a an the <p><u>Sentence:</u></p> <ul style="list-style-type: none"> • begin to expand noun phrases by adding modifying adjectives and prepositional phrases • use a range of co-ordinating and sub-ordinating conjunctions to vary sentence structures • use fronted adverbials of time, place and manner to add detail about when, where and how • use conjunctions, adverbs and prepositions to express time and cause <p><u>Text:</u></p> <ul style="list-style-type: none"> • use paragraphs to organise ideas around a theme • choose nouns or pronouns for clarity, cohesion and to avoid repetition <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> • use inverted commas to punctuate direct speech • use commas after a reported clause • use apostrophes for contraction and possession, including plural possession • use commas after fronted adverbials <p>Grammatical terminology: <i>determiner, pronoun, possessive pronoun, adverbial</i></p>
Composition	<p><u>Plan their writing</u></p> <ul style="list-style-type: none"> • read model texts to understand and learn about the structure, vocabulary and grammar of text types • discuss and record ideas <p><u>Draft and write</u></p> <ul style="list-style-type: none"> • compose and rehearse sentences orally (including dialogue) • progressively building a varied and rich vocabulary • use a wide range of sentence structures • organise paragraphs around a theme • in narratives, have a clear plot with a problem that is resolved • in narratives, describe settings, characters clearly • in non-narrative material, use a range of simple organisational devices <p><u>Evaluate and edit</u></p> <ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing and suggesting improvements • propose changes to grammar and vocabulary including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud, to a group or the whole class

