

# Year 4 End of Year Expectations: English



Year 4 English	
Reading	
Word Reading	Comprehension
<ul style="list-style-type: none"> <li>❖ Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.</li> <li>❖ Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.</li> <li>❖ Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> <li>❖ Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.</li> <li>❖ Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.</li> <li>❖ Listen to, discuss and express views about a wide range of fiction ( including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.</li> <li>❖ Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.</li> <li>❖ Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.</li> <li>❖ Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.</li> <li>❖ Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.</li> <li>❖ Predict what might credibly happen from details stated and implied.</li> <li>❖ Explain the meaning of words in context; use dictionaries to check meanings.</li> <li>❖ Check the text makes sense, reading to the punctuation and habitually re-reading.</li> <li>❖ Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.</li> <li>❖ Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.</li> <li>❖ Retrieve and record information from non-fiction texts.</li> <li>❖ Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.</li> <li>❖ Discuss words and phrases that capture the reader's interest and imagination.</li> <li>❖ During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.</li> </ul>

# Year 4 End of Year Expectations: English



Year 4 English			
Writing			
Transcription		Composition	
Spelling	Handwriting	Composition: Structure and Purpose	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>❖ Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.</li> <li>❖ Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.</li> <li>❖ Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes –sion, -ous, -cian and –ly e.g. completely, basically.</li> <li>❖ Write words spelt ch e.g. scheme, chemist, chef.</li> <li>❖ Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.</li> <li>❖ Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags.</li> <li>❖ Spell the majority of words from the YR 3-4 word list.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writing is legible.</li> <li>❖ All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</li> <li>❖ Writing is spaced sufficiently so that ascenders and descenders do not meet.</li> <li>❖ Appropriate letters are joined consistently.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss and develop initial ideas in order to plan and draft before writing.</li> <li>❖ Write to suit purpose and with a growing awareness of audience, using some appropriate features.</li> <li>❖ Organise writing into sections or paragraphs, including fiction and non-fiction.</li> <li>❖ Appropriately use a range of presentational devices, including use of title and subheadings.</li> <li>❖ Use dialogue, although balance between dialogue and narrative may be uneven.</li> <li>❖ Describe characters, settings and plot, with some interesting details.</li> <li>❖ Evaluate own and others' writing; proof read, edit and revise.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause.</li> <li>❖ Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives.</li> <li>❖ Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...</li> <li>❖ Use expanded noun phrases and adverbial phrases to expand sentences.</li> <li>❖ Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.</li> <li>❖ Use inverted commas accurately for direct speech.</li> <li>❖ Identify the correct determiner e.g. a, an, these, those.</li> <li>❖ Usually use the past or present tense, and 1st/3rd person, consistently.</li> </ul>