

Year 4 Reading			
Word Reading		Comprehension	
<p>Sufficient evidence shows the ability to... 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. Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.</p>		<p>Sufficient evidence shows the ability to... 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. 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. Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features. 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. Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words. Draw comparisons. Predict what might credibly happen from details stated and implied. Explain the meaning of words in context; use dictionaries to check meanings. Check the text makes sense, reading to the punctuation and habitually re-reading. 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. Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. Retrieve and record information from non-fiction texts. 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. Discuss words and phrases that capture the reader’s interest and imagination. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.</p>	
Year 4 Writing			
Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to... Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes –sion, -ous, -cian and –ly e.g. completely, basically. Write words spelt ch e.g. scheme, chemist, chef. Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. 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.</p>	<p>Handwriting Evidence: Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Writing is spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined consistently</p>	<p>Composition: structure and purpose Sufficient evidence shows the ability to... Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Appropriately use a range of presentational devices, including use of title and subheadings. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Evaluate own and others’ writing; proof read, edit and revise.</p>	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... Use expanded noun phrases and adverbial phrases to expand sentences.</p>

Spell the majority of words from the YR 3-4 word list.

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.
Use inverted commas accurately for direct speech.
Identify the correct determiner e.g. a, an, these, those.
Usually use the past or present tense, and 1st/3rd person, consistently.

Greater Depth

The pupil can write for a range of purposes and audiences:
Select from a wide range of known imaginative and ambitious vocabulary (words that are not usually used by a child of that age).
Use complex sentence structures including relative clauses.
Use literary features to create effect