



H.C.J.S - Year 4 English

These expectations are based upon the National Curriculum. The skills outlined below consolidate, develop and extend those skills taught in previous years.

By the end of Year 4, we would expect the majority of pupils to be able to:

Year 4 Reading

- ☐ use knowledge of root words, prefixes and suffixes to understand new words
- ☐ choose the most appropriate pronunciation of a word
- ☐ listen attentively and participate in discussion about a wider range of challenging texts, expressing views and preferences and justifying them by reference to the text.
- ☐ use, select and read books that are structured in different ways for the appropriate purposes
- ☐ accurately retell a wide range of age-appropriate fairy stories, myths and legends
- ☐ independently identify and discuss some themes and conventions in age-appropriate texts
- ☐ perform poems and play scripts, using intonation, tone and volume
- ☐ independently use a dictionary to check the meaning of words
- ☐ monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context
- ☐ ask themselves questions to improve their understanding
- ☐ identify the main ideas in paragraphs when independently reading an age-appropriate book, and can also usually summarise them
- ☐ draw inferences from their independent reading of age-appropriate texts, often correctly but not always fully supported by reference to the text
- ☐ usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next
- ☐ identify words or phrases that interest, inspire or intrigue them from their reading and usually say why, explaining the effect on them as a reader
- ☐ identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text
- ☐ identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them
- ☐ record information in a form that can be easily retrieved
- ☐ discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk

Year 4 Writing

Writing – Composition and Organisation

- ☐ identify and name key organisational and language features of a text
- ☐ identify the text type and say when it would be used
- ☐ select and retrieve the most relevant information, key vocabulary and ideas from discussions to plan their own writing
- ☐ independently compose and rehearse simple, compound and more complex sentences
- ☐ plan using paragraphs
- ☐ demarcate paragraphs in their writing
- ☐ create an appropriate setting, 2 or 3 characters and a coherent plot

- write detailed descriptions
- logically group ideas giving them headings and sub-headings
- assess their own and others writing, suggesting improvements
- proof read, checking for mistakes in grammar, punctuation and spelling
- perform texts loudly and clearly using punctuation and intonation.

Spelling

- distinguish between, and correctly spell, homophones
- identify own spelling mistakes
- explain meaning of prefixes - un/dis/mis/in/il/im/ir/re/sub
- use a dictionary to check own spelling
- usually spell words with prefixes without any associated changes in spelling
- usually spell words where suffixes beginning with vowel letters are added to words of more than one syllable. They also understand when to double the final consonant in the root word
- transcribe sentences and spell words correctly
- add prefixes to alter meanings
- group words into word families

Grammar and Punctuation

- choose appropriate nouns and pronouns
- use subordinating conjunctions at the beginning and within sentences
- use conjunctions, adverbs, prepositions to express time and cause
- explain the concept of verb tenses and use present perfect (“I have walked”) in contrast to past tense (“I walked”)
- correctly use ‘a’ or ‘an’
- use inverted commas for direct speech
- use possessive apostrophe with regular and irregular plurals
- use a comma after fronted adverbials

Handwriting

- correctly and consistently form and join letters
- produce writing that is usually joined, legible and written at an appropriate pace.