



End of Year Expectations for Year 4

Reading

Reading Comprehension

- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Know and recognise some of the literary conventions in text types covered
- Begin to understand simple themes in books
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Explain the meaning of words in context
- Ask questions to improve understanding of a text
- Infer meanings and begin to justify them with evidence from the text
- Predict what might happen from details stated and deduced information
- Identify how the writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others' ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way

Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Writing

Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian
- Recognise and spell additional homophones, for example – accept and except, whose and who's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'
- Use other punctuation in direct speech, including a comma after the re-porting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials