

End of Year Expectations for Year 4 for New National Curriculum – EXPECTED (At National Standard)

Year 4 Reading	
Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ 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>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ 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.

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Year 4 Writing			
Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ 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. ❑ Spell the majority of words from the YR 3-4 wordlist. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> ❑ 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>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ 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>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ 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. ❑ 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.