

# Year 4 English

## Reading

Discuss the language used to create moods and build tension

Locate and highlight key information in a text

Read between the lines using clues in the text to understand the actions and feelings of the characters

Discuss whether they think a text is interesting, useful or effective

Make connections between the content and structure of different poem

Understand how each stage of a story fits into the whole text

Give an opinion about the ways characters behave

Identifies, compares and contrasts the plot and characters of different myths

Use the ways in which characters act and speak are described to help me understand

Understand the way a text is organised to help the reader

Summarises and quotes information they have found in texts in note form

Use the text and their own experiences to read between the lines

Make sensible predictions based on what they have already read in the text

Use dramatic effect to engage the listener when they read aloud and perform

Identifies differences between formal and informal language in texts

Explore the difference between a fact and what someone thinks

Comment on and evaluates the poet's choice of words

## Spelling

High frequency words are consistently spelt correctly.

Good attempts at spelling unknown words by applying knowledge of phonics, root words and spelling rules.

Distinguishes between common homophones.

## Fiction

The Story Mountain is used to plan and sequence the parts of story.

A suitable setting is chosen to support the events of the story.

Words are chosen to describe the characters' appearance, actions and to show their personality.

Description is added to help the reader to imagine the place and time period where the story is set.

Actions and dialogue are used to support descriptions of characters

Paragraphs are used to organised events and some links are made between them, using time connectives.

Story telling is used to understand that events generally follow on logically from each other

Attempt are made to engage the reader by using plot devices (such as cliff hangers, slow reveals)

Vocabulary is used to entertain and to create impact

## Non-Fiction

Uses the plan to structure their writing into paragraphs and to order the details/points within them.

The writing is structured appropriately and contains most of the language features for the genre (persuasive devices, explanatory language, generalisers in reports).

Uses paragraphs to organise ideas around a theme.

The first line generally introduces the paragraph; subsequent sentences then add some further detail/facts.

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Supports the reader by including appropriate presentational devices  
(e.g. headings, sub-headings, bullet points, fact boxes & captions)  
Engages the reader by posing questions and making content relevant.

## Editing

Can independently make improvements to writing by substituting words for greater effect  
Can rephrase sentences to clarify meaning.  
Can reorder parts of sentence to use a wider range of sentence structures.  
Uses proof-reading to correct most spelling, punctuation and grammar errors.  
Ensures that subject-verb mostly agree and that tense remains consistent throughout.  
Uses first three letters to locate words in a dictionary/ thesaurus.

## Handwriting

Letters are joined using the correct diagonal and horizontal strokes or left unjoined when appropriate.  
Lower and upper case letters are clearly distinguishable and are not mixed up within writing.  
Writing is legible and quality is maintained due to consistent spacing and letter formation throughout

## Grammar

Applies words that have been collected from reading, spelling & topic work to extend vocabulary choices.  
Technical language is included when writing non-fiction.  
Uses the correct determiner to explain whether something is general or specific.  
Uses articles correctly (including a/an).  
Uses pronouns and possessive pronouns appropriately to replace nouns.  
Uses adverbs and phrases (adverbial & prepositional) to add detail/ further information to a verb  
(how, when, where, how often).  
Sometimes varies their position in the sentence (e.g. includes fronted adverbials).  
Forms sentences with more than one clause by using a range of conjunctions, (when, if, because, although).  
Uses a range of connectives (time, causal, listing and adding) to successfully add information.  
Uses a range of different sentence types to add variety eg. Short sentences  
Past tense of common irregular verbs is formed correctly.  
Verb tenses are generally accurate and standard verb inflections (I did v I done) are used.  
Can form the past tense using -ing and sometimes with 'have' (to show something happened recently).

## Punctuation

Capital letters, full stops, question marks and exclamation marks are used correctly to demark sentences.  
Commas are included in lists and after fronted adverbials.  
Apostrophes are used to show belonging.  
Possessive apostrophe used correctly in plurals: e.g. girls', boys' children's).  
Apostrophes are positioned correctly when forming common contractions.  
Direct speech is mostly punctuated correctly, including punctuation within the inverted commas.

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## Speaking and Listening by end of LKS2

Listens attentively, without interrupting.

Is able to summarise the main points, make comments and express opinions that show their understanding.

Asks for further information or clarification if needed.

Pronounces familiar words correctly and makes use of an increasing wide vocabulary

Initiates and confidently joins in discussions, maintaining eye contact, waiting for the speaker to finish.

Shows interest in what is being said by adding comments or asking questions.

Is sensitive when responding to the speaker to avoid embarrassing or upsetting them.

Asks open and closed questions to sustain a conversation, gain information, evaluate and extend thinking.

Provides some detail when answering questions, supplying information and explaining their opinions.

Can create plausible role plays which show the character's response to a range of situations..

Shows increased awareness of the audience; (facing them, speaking clearly, uses of humour, dramatic pause)

Plans and presents what they want to say, including an introduction and conclusion.

Speaks at an appropriate tone and volume, varying this for impact and to keep the audience engaged.

Uses language to take on different roles in a group, negotiating and clarifying roles.

Includes other members in a group, recognises their efforts and uses talk to support and evaluate the task.

Is becoming more confident in formal situations, including appropriate social courtesies