

Newtons Primary School



Reading and Writing Expectations

YEAR 4

READING

Word Reading

- I can use a range of reading strategies to decode a text
- I can apply knowledge of root words, prefixes and suffixes to understand meaning
- I can read almost all of the year 3 and 4 common exception words
- I can check that what I am reading makes sense, by self-correcting
- I can apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology)
- I can read aloud with pace, fluency and expression taking into account punctuation

Range of Texts

- I am familiar with a wide range of genre e.g. traditional tales, myths & legends and play scripts
- I can respond to a range of non-fiction texts
- I can recognise and respond to a range of poetry
- I have learnt some poetry by heart
- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- I can explain how the context in which texts are written and read contribute to meaning e.g. how historical context influenced adverts and war reports from different times/ places or how a novel relates to when/ where it was written. e.g. Iron Man.

Behaviour and Attitudes

- I can read for a range of purposes
- I can read for my own pleasure
- I participate in discussion about a range of texts
- I can take part in debates based on a text I have read
- I can recommend, with reasoning, a text I have enjoyed

Reading comprehension

- I can identify main ideas from fiction and summarise these
- I can identify main ideas from non-fiction and summarise these
- I can ask questions to improve my understanding of texts
- I can retrieve and record information from both fiction and non-fiction texts
- I can use indexes, captions, sub-headings, etc, to find relevant information in a non-fiction text
- I can predict what might happen at any stage in the text, paying attention to what has already happened
- I can predict what might happen from details stated and implied
- I can draw inferences from the text (character's feelings, thoughts and motives)
- I can justify inferences with evidence from the text
- I can discuss words and phrases that capture my interest and imagination
- I can begin to discuss author's choice of words
- I can understand how figurative language creates images for the reader
- I can identify how language contributes to meaning
- I can identify how structure and presentation contributes to meaning
- I can identify themes and conventions in a wide range of books
- I can connect to texts by using my personal experience or I can make links to other texts
- I can prepare and perform poems and play scripts showing understanding through intonation, volume, tone and action
- I can independently seek the meaning of new words, including using a dictionary or using a glossary
- I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context
- I can quote directly from the text
- I can identify ways in which paragraphs are linked within a text

WRITING

Handwriting

- Handwriting is legible, joined and consistent, using diagonal and horizontal strokes that are parallel and equidistant
- Ascenders and descenders do not touch.

Composition

Planning

- Plan a range of genres using appropriate language and structural features
- Discuss and record ideas

Draft and write

- Use a range of sentence types, including:
 - Simple sentences
 - Compound sentences
 - Complex sentences
- Use of paragraphs to link related ideas and information
- Use of pronouns and nouns to aid cohesion and clarity and to avoid repetition
- Experimenting with ambitious vocabulary to describe characters
- Experiments with ambitious vocabulary to describe setting
- Building atmosphere in the writing
- Detail included to interest the reader
- Use the formal / informal tone where appropriate in the writing
- Use simple organisational devices for non-fiction writing *e.g.* headings and subheadings

Evaluate and edit

- Proof-read their writing for punctuation and spelling errors
- Edit and redraft their work, including for grammar and vocabulary choices
- Perform their own compositions, controlling the tone and volume
- Assess the effectiveness of their own and others' writing and suggest improvements.

Vocabulary, Grammar and Punctuation

- Use inverted commas accurately and starts a new line for a new speaker when writing dialogue
- Use and punctuate direct speech accurately, using a range of punctuation to close the speech (e.g. ! ? , .)
- Use a range of conjunctions, both co-ordinating (compound sentences) and subordinating (complex sentences).
- Uses fronted adverbials
- Use commas after a fronted adverbials
- Place the possessive apostrophe accurately in words with regular *and* irregular plurals
- Use the present perfect form of verbs in contrast to the past tense (e.g. have or has before the past tense verb)
- Accurately use standard English in their writing (e.g. was / were)
- Shows in their writing that they understand the difference between standard and non-standard English, e.g. dialogue for characters

Spelling

- Most common exception words in the year 3 and 4 word list are spelt accurately.
- Reasonable attempt at unfamiliar words
- Use the first 2 / 3 letters of a word to check the spelling of a word in a dictionary
- Recognise and use the prefixes:
un- dis- in- ir- re- sub- inter- super- anti-
- Recognise and use the suffixes:
-ing -er -ed -en -ation -ous -ion -ian -tion -sion -ssion
-cian -ly
- Homophones and near homophones from the year 3 and 4 list are spelt correctly.
- Accurately uses the possessive apostrophe with plural words