

Year 4

Key:

Programmes of Study in **bold** print.

Terminology for pupils:

determiner

pronoun, possessive pronoun

adverbial

Text

I can choose the appropriate noun or pronoun within and across sentences to aid cohesion and avoid repetition.

I can use paragraphs to organise ideas around a theme.

Year 4

Word

I know the how to use the Standard English forms of verb inflections instead of local spoken forms, for example: we were instead of we was, or I did instead of I done.

I can explain the difference between the plural and possessive 's'.

Punctuation

I can use a range of punctuation in all of my writing (full stop, capital letters, question marks, exclamation marks, commas in lists, apostrophes for omission and possession, inverted commas for speech)

I can use inverted commas and other punctuation to indicate direct speech; for example, a comma after the reporting clause; end punctuation within the inverted commas
– *The conductor shouted, " Sit down!"*

I can use commas after fronted adverbials.

I can use apostrophes to mark plural possession (for example, the girl's name; the girls' names.)

Sentence

I can write noun phrases expanded by the addition of modifying adjectives, nouns and prepositions eg: 'the teacher' expanded to 'the strict maths teacher with curly hair'.

I can use fronted adverbial phrases as sentence openers, for example, 'Later that day, I heard the bad news.'

I can use more sophisticated connectives such as: although, however, nevertheless, despite, contrary to, as well as etc.

I can use these connectives as openers.

Spelling

I can:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Year 3 and 4

Handwriting

I can:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition

I can plan my writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

I can draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

I can evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 3 and 4 Reading

Discussing Reading

I can participate in discussion about a range of books, poems and other texts which have been read to me and which I have read myself, taking turns and listening to what others say.

Range of Reading

I can listen to and discuss about a wide range of fiction, poetry, plays, non-fiction, reference or textbooks.

I can read books which are structured in different ways and read for a wide range of purposes.

Familiarity with Texts

I am becoming increasingly familiar with a wider range of books including fairy stories, myths and legends, retelling some orally.

I can identify themes and conventions in a wide range of books.

Poetry and Performance

I am prepare and perform poems and play scripts, showing understanding through intonation, tone, volume and action.

I can recognise some different forms of poetry.

Non-Fiction

I can retrieve and record information from non-fiction texts.

Decoding

I can use my knowledge of root words, suffixes and prefixes to read aloud and understand the meaning of new words.

I can read the Year 3/4 Common Exception Words.

I can note the unusual correspondences between spelling and sound in common exception words.

Word Meanings

I can use dictionaries to check the meanings of words I have read.

I can use a thesaurus to suggest alternative words.

Understanding

I check that the text makes sense by using the following strategies:

- Discussing the text with other pupils or my teacher.
- Explaining the meaning of words (in context)
 - Asking questions

I can identify the main themes / ideas drawn from more than one paragraph and summarise them. 2b, 2c

Inference

I can draw inferences , for example, by inferring meaning about a character's thoughts, feelings and motives from their words or actions.2d, 2h

Prediction

I can make predictions about what might happen next from what has been stated or what has been implied. 2e

Authorial Intent

I can discuss words and phrases that capture my imagination. 2a 2f

I can identify how language,structure and presentation contribute to meaning.2f 2g 2h