

Literacy Expectations – Year 4

Punctuation	Sentence Structure	Writing	Spoken Language	Reading	Spelling	Handwriting
<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</p> <p>Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, <u>Later that day</u>, I heard the bad news.]</p> <p>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Use beginning, middle and end to write narratives in which events are sequenced logically.</p> <p>Using the school’s Non-Fiction Guides, write non-fiction texts using structures of different text types.</p> <p>Select and use a range of technical and descriptive vocabulary.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>A reading age of at least 10 ½ years. Reading book level/stage: 13-14</p> <p>Apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends</p> <p>Re-tell some of the above orally identifying themes and conventions.</p> <p>Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks taking turns and listening to what others say.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise different forms of poetry (for example, free verse, narrative poetry etc.).</p> <p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict from details stated and implied</p> <p>Summarise and identify main ideas drawn from more than one paragraph</p> <p>Identify how language, structure, and</p>	<p>A spelling age of at least 10 ½ years.</p> <p>The statutory word lists - a mixture of words pupils use frequently or are often misspelt. Revision from Y2 and Y3.</p> <p>Prefixes and their meanings: dis/mis/in/il/im/re/sub/inter/super/anti/auto.</p> <p>Suffix: ‘ation’/sion/cian</p> <p>Suffix: ‘ous’ (poisonous/dangerous etc)</p> <p>Possessive apostrophes</p> <p>Homophones</p> <p>Suffix ‘ly’ (sadly/completely etc)</p> <p>Adding ‘ing’ with double</p>	<p>Use cursive script for teaching handwriting</p> <p>Practise correct formation of the four basic joins from Year 2. *</p> <p>Use diagonal and horizontal strokes to join letters.</p> <p>Recognise, when adjacent to one another, which letters are best left unjoined.</p> <p>Downstrokes are parallel and equidistant.</p> <p>Lines of writing are spaced sufficiently so that ascenders and descenders do not touch.</p>

			<p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p> <p>*These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils.</p>	<p>presentation contribute to meaning</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Discuss their understanding and explaining the meaning of words in context</p> <p>Retrieve and record information from non-fiction</p>	<p>consonants and without e.g. forgetting and gardening.</p>	
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accident(ally)	complete	February	length	possess(ion)	strength
actual(ly)	consider	forward(s)	library	possible	suppose
address	continue	fruit	material	potatoes	surprise
answer	decide	grammar	medicine	pressure	therefore
appear	describe	group	mention	probably	though/although
arrive	different	guard	minute	promise	thought
believe	difficult	guide	natural	purpose	through
bicycle	disappear	heard	naughty	quarter	various
breath	early	heart	notice	question	weight
breathe	earth	height	occasion(ally)	recent	woman/women
build	eight/eighth	history	often	regular	
busy/business	enough	imagine	opposite	reign	
calendar	exercise	increase	ordinary	remember	
caught	experience	important	particular	sentence	
centre	experiment	interest	peculiar	separate	
century	extreme	island	perhaps	special	
certain	famous	knowledge	popular	straight	
circle	favourite	learn	position	strange	

Statutory Word List

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Years 3 and 4

Teachers should continue to emphasize to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.