

By the end of Year 4 we expect your child to be able to the following at Age Related Expectations in **writing**:

- Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar;
- Discusses and records;
- Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary, and an increasing range of sentence structures;
- **Organises paragraphs around a theme: paragraphs/sections help to organise content;**
- **In narratives creates settings, characters and plot with some ideas and material developed detail (e.g. descriptions elaborated by adverbial and expanded noun phrases);**
- In non-narrative materials, uses simple organisational devices (e.g. headings and sub-headings);
- Assesses the effectiveness of their own and others' writing and suggest improvements;
- Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences;
- **Proof-reads for errors in spelling and punctuation;**
- Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume so that the meaning is clear;
- Understands the grammatical difference between plural and possessive –s;
- **Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was' or 'I did' instead of 'I done');**
- **Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to 'the strict maths teacher with curly hair');**
- **Uses fronted adverbials (e.g. 'Later that day, I heard the bad news');**
- **Uses paragraphs to organise ideas around a theme;**
- **Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition;**
- **Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted "Sit down!");**
- **Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names);**
- Uses commas after fronted adverbials (e.g. 'Later that day, I heard the bad news');
- **Uses further prefixes and suffixes and understands how to add them;**
- **Spells further homophones;**
- **Identifies commonly misspelt words and corrects them;**
- **Understands how to place the apostrophe in words with regular plurals (e.g. girls' boys') and in words with irregular plurals (e.g. children's);**
- Use the first two or three letters of a word to check its spelling in a dictionary;
- **Writes from memory simple sentence, dictated by the teacher, that include words and punctuation taught so far;**
- **Use the diagonal and horizontal strokes that are needed to join letters and understands with letters, when adjacent to one another are best left unjoined;**
- Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant;
- Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch.

By the end of Year 4 we expect your child to be able to the following at Age Related Expectations in **reading**:

- Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet;
- Reads further exception words, noting the unusual correspondences between spelling and sounds, and where these occur in the word;
- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- Reads books that are structured in different ways and reads for a range of purposes;
- **Uses dictionaries to check the meanings of words that they have read;**
- Increases their familiarity with a wide range and variety of books, including fairy stories, myths and legends, and retelling some of these orally;
- **Independently identifies themes and conventions in a wide range of books;**
- Prepares poems and plays to read aloud and to perform, showing understanding through increasing use of appropriate intonation, tone, volume and action;
- Identifies and discusses words and phrases that capture the readers interest and imagination;
- Independently recognises some different forms of poetry (e.g. free verse, narrative poetry);
- **Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;**
- Asks relevant questions to improve and develop their understanding of a text;
- **Draws inferences such as inferring characters feelings, thoughts and motives from their actions, and justifies inferences with direct evidence;**
- **Makes reasoned predictions of what might happen clearly derived from details both stated and implied;**
- **Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely;**
- Identify how language, structure and presentation contribute to meaning;
- **Independently retrieves and confidently records information from non-fiction;**
- Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.