

Year 4 Reading Expectations



Year 4 Writing Expectations

Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met

Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Uses dictionaries to check the meaning of words that have been read

Identifies themes and conventions in a wide range of books

Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word

Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context

Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence

Predicts what might happen from details stated and implied

Identifies main ideas drawn from more than one paragraph and summarises these

Retrieves and records information from non-fiction

By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.

In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information.

Organises paragraphs around a theme in narratives, creates settings, characters and plot

Proof-reads for spelling and punctuation errors

Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Uses standard English forms for verb inflections instead of local spoken forms

Uses fronted adverbials

Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition

Uses inverted commas and other punctuation to indicate direct speech

By the end of Y4, a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate.

A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.