

End of Year 4 expectations – English

“The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.”

Vocabulary, Grammar and Punctuation

- Choose words or phrases to both engage the reader and support the purpose Include details to interest, persuade, explain and instruct
- Use precise vocabulary that is lively and imaginative showing an awareness of audience
- Familiar with a range of word classes including adverbs and prepositions More confident use of different types of sentences and related verb type (e.g. imperatives in commands)
- Use adverbial phrases and noun phrases to give clarity to the account Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use and experiment with a range of punctuation, although not always accurately (e.g. brackets, semi-colon, colon and dash)

Transcription (Spelling and Handwriting)

- Children are able to spell:
 - the majority of the Year 3/4 word list
 - words ending or chuh (e.g. furniture)
 - the suffix –ation information,
 - the suffix –ous (e.g. various, tremendous)
 - prefixes il, ir, re, sub,
- Ensure that the downstrokes of letters are parallel and equidistant (e.g. joining ll, th)

Composition

- Viewpoint may be indicated by simple comments or actions (e.g. the teacher was kind...apples are good for you...)
- In narrative use paragraphs for a change in action, settings and time In non-fiction use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion
- Can evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly
- Planning ensures events are well paced in writing
- Characters developed through describing how they look, react, talk or behave
- Provide background information to create the context for the writing
- Adopt viewpoint through narrator comments on characters or events
- Beginning to use an appropriate style of writing (e.g. formal or informal)

Reading - Word Reading

- In reading a range of strategies used mostly effectively to read with fluency, understanding and expression

Comprehension

- Locate information confidently and efficiently by using appropriate skills, (e.g. skimming, scanning, search engines)
- Use text marking to support retrieval of information or ideas from texts
- Justify opinions and predictions by referring to the text
- Use inference to interpret different characters and expressing this when reading dialogue
- Distinguish between fact and opinion
- Identify key features of narrative and poetic genre (e.g. adventure, myth, lyric)
- Identify some grammatical features of different text types (e.g. punctuation choices; sentence structures)
- Identify how language structure and presentation contribute to meaning
- Identify the main language features and generic features of a range of fiction and non-fiction texts
- Discuss and evaluate words and phrases that capture the reader's interest and imagination
- Identify how language is used precisely to inform the reader in non-fiction
- Begin to comment on the way that authors' viewpoints can influence the way that information or themes are treated
- Make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting
- Compare and contrast fiction and non-fiction texts to evaluate the effect on the reader
- Express preferences and make informed recommendations based on a wide range of texts encountered