

English Key Skills and End Points – Year 4

<u>Area of Study</u>	<u>Key Skills</u>	<u>End Points</u>
Reading: Word Recognition	<ul style="list-style-type: none"> • Read further exception words noting any unusual links between spelling and sound, and where these occur in the word. 	<p>By the end of Year 4, children will:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
Reading: Comprehension	<ul style="list-style-type: none"> • Read books that are structured in different ways and read for a range of purposes • Use dictionaries to check the meaning of words that they have read • Discuss words and phrases that capture the reader’s interest and imagination • Identify themes and conventions in a wide range of books • Recognise some different forms of poetry • Draw inferences such as characters’ feelings, thoughts and motives from their actions and justify inferences with evidence • Predict what might happen from details stated and implied • Ask questions to improve their understanding of the text • Identify main ideas drawn from more than one paragraph and summarise these • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from fiction and non-fiction • Participate in discussion about both books that are read to them and those that can be read by themselves, and listening to what others say 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increasing familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally • Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action

Writing: Handwriting	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. 	<ul style="list-style-type: none"> When writing, increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Writing: Punctuation and Grammar	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Use single and multi-clause sentences accurately Use conjunctions appropriately Fronted adverbials (e.g. <u>Later that day,</u> I heard bad news). Apply correct tense usage in each sentence <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials. 	<ul style="list-style-type: none"> Produce quality sentences across a range of different genre using the key skills listed.
Writing: Composition	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. 	<p>Apply and organise their ideas in order to:</p> <ul style="list-style-type: none"> Write a letter, recount ,diary, report and play script Write an explanation text-eg how a shirt machine works Write a persuasive text- eg to the Governors to ask for a change to how something is done in school

	<ul style="list-style-type: none"> • Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. • Organise paragraphs around a theme. • In non-narrative material, use simple organisational devices such as headings and sub-headings. • Become skilled at editing own work in order to improve grammar and vocabulary. • Proof read for spelling and punctuation errors. • Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Write a discussion text- eg arguments for and against zoos • In narratives, create settings, characters and plot • Research and select important events/facts and write about them • Assess the effectiveness of their own and others' writing and suggest improvements
Writing: Spelling	<ul style="list-style-type: none"> • Spell further homophones • Spell words that are often misspelt • Use the first two or three letters of a words to check its spelling in a dictionary • Use further prefixes and suffixes and understand how to add them • Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far • Place the possessive apostrophe accurately in words with regular plurals and irregular plurals. 	<ul style="list-style-type: none"> • Use learnt spellings in own writing