

About the statements

The statements detailed in this booklet give an overview of the end of year expectations for most children in Year 4. It is important to note that children may find some aspects of English easier than others. For example, a child may find word reading easy but show less confidence in their comprehension or when explaining answers to more detailed questions about what they have read. In writing, some children may have good composition skills and can think of ideas for their writing but show less confidence in their sentence structure and use of punctuation. Please refer to your child's personalised targets which will give more detail about the areas in reading and writing that they should be working on each half term.

In addition to reading and writing, the English curriculum also covers spoken language and listening skills. Talking to your child at home about their ideas and opinions, modelling appropriate conversational skills and encouraging children to listen carefully and respond appropriately to others is also a key part of supporting your child in their English development. The weekly discussion topics on the school newsletter offer a good starting point for purposeful conversations at home.



Useful websites

<https://www.activelearnprimary.co.uk/login?c=0>

The children have their own Active Learn logins which gives them access to a wide variety of games linked to the spelling, punctuation and grammar objectives.

<http://resources.woodlands-junior.kent.sch.uk/literacy/>

There are lots of links to useful games on this website.

<http://www.bbc.co.uk/newsround>

The Newsround website is a great starting point for discussion topics at home linked to current affairs and topics that interest children. It is advised that children access this site with an adult to ensure all topics are relevant and suitable for their age.

Hanging Heaton C of E (VC) J & I School

Supporting your child at home



Year 4



English

A booklet for parents

Reading expectations

These statements show what most children are expected to be able to do in reading by the end of Year 4:

Word Reading

I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.

I am aware that some words sound different to how they are spelt.

Comprehension

I can show you I have understood an increasing wide range of texts I have read.

I am able to choose from a range of books that are set out differently but give me the information I require.

I can use a dictionary to check the meaning of new words.

I can talk about different types of stories I have read.

I can identify different themes and conventions in a wide range of books I read.

I will perform poems and play scripts to read aloud to keep the listener interested.

I will discuss words and phrases that interest me.

I can recognise different types of poetry.

I check what I am reading makes sense by talking about it.

I ask questions to help me understand more about a book.

I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.

I can predict events in stories from what I have read.

I can tell what the main ideas in a book are from reading a number of paragraphs.

I understand that the way books are set out help the reader to identify the meaning.

I can use non-fiction books to find out about things.

I can take turns when discussing books I have read, or had read to me and listen to what others have to say.

Writing expectations

These statements show what most children are expected to be able to do in writing by the end of Year 4:

Transcription

I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.

I can spell an increasing number of homophones.

I am able to spell words that are often misspelt.

I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.

When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.

I can write simple sentences from memory that have been dictated to me, using the correct punctuation.

Handwriting

In handwriting, I know which letters are appropriate to join.

My joined handwriting is legible with all letters the same height and the correct distance apart from each other.

Composition

I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.

I am able to use ideas to plan my writing.

I am using an increasing range of sentence structures and richer vocabulary in my writing.

I can draft my work into paragraphs.

I can organise my writing using different settings, characters and plot.

I can organise my writing by using headings and sub-headings.

I can edit my own work and that of others and add improvements to the texts.

I can edit written work to improve the use of grammar.

When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.

I can read my writing out to an audience in an interesting and clear manner.

Grammar and Punctuation

I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.

I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.

I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.

I know I should not write in the same way that I talk.

I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.

I can punctuate speech in a text.

I can talk about my work using the learning from my Year 4 grammar list.

I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.