

English Objectives

Year 4

Reading

Apply 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.

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

Comprehension

Develop positive attitudes to reading and understanding of what they read by:

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Reading books that are structured in different ways and reading for a range of purposes.

Using dictionaries to check the meaning of words that they have read.

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Identifying themes and conventions in a wide range of books.

Understanding through intonation, tone, volume and action.

Discussing words and phrases that capture the reader's interest and imagination.

Recognising some different forms of poetry [for example, free verse, narrative poetry].

Understand what they read, in books they can read independently, by:

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Asking questions to improve their understanding of a text.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Identifying main ideas drawn from more than one paragraph and summarising these.

Identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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 and composition

Plan their writing by:

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Discussing and recording ideas.

Draft and write by:

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Organising paragraphs around a theme.

In narratives, creating settings, characters and plot.

In non-narrative material, using simple organisational devices [for example, headings and sub-headings].

Evaluate and edit by:

Assessing the effectiveness of their own and others' writing and suggesting improvements.

Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read for spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation

Word

The grammatical difference between plural and possessive –s.

Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].

Sentence

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).

Fronted adverbials [for example, Later that day, I heard the bad news.]

Text

Use of paragraphs to organise ideas around a theme.

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Punctuation

Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

Apostrophes to mark plural possession [for example, the girl's name, the girls' names].

Use of commas after fronted adverbials.

Spelling

Adding suffixes beginning with vowel letters to words of more than one syllable.

The /ɪ/ sound spelt y elsewhere than at the end of words.

The /ʌ/ sound spelt ou.

More prefixes.

The suffixes – ation and ly.

Words with endings sounding like or /ʒə/ Endings which sound like /ʒən/ The suffix –ous Endings which sound like spelt –tion, –sion, –ssion, –cian /ʃən/.

Words with the /k/ sound spelt ch (Greek in origin) Words with the sound spelt ch (mostly French in origin) /ʃ/

Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin).

Words with the /s/ sound spelt sc (Latin in origin) Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones.

Spoken language

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.